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EDUCATION IN THE COMMONWEALTH

Quality Education for Equitable Development

TREY MENEFE
MARK BRAY



Education in the Commonwealth

Quality Education for Equitable Development

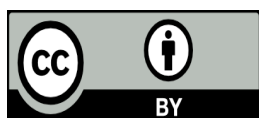
Trey Menefee and Mark Bray

Report Commissioned for the 19th Conference of Commonwealth Education Ministers (CCEM) in The Bahamas, 22-26 June 2015, based around the theme “Quality Education for Equitable Development: Performance, Paths and Productivity.”

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Acronyms and Abbreviations

ANER	Adjusted Net Enrolment Rate
CCEM	Conference of Commonwealth Education Ministers
ECCE	Early Childhood Care and Education
ECI	Economic Complexity Index
EFA	Education for All
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GNI	Gross National Income
GPI	Gender Parity Index
HDI	Human Development Index
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
LMTF	Learning Metrics Task Force
MDG	Millennium Development Goal
NER	Net Enrolment Rate
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SLE	School Life Expectancy
SSA	Sub-Saharan Africa
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDP	UN Development Programme
	United Nations Educational, Cultural and Scientific Organization
WCEFA	World Conference on Education for All
WEF	World Education Forum

Foreword

This report, prepared for the 19th Conference of Commonwealth Education Ministers (CCEM) in The Bahamas, is appearing at a crucial moment in history. The CCEM operates on a three-year cycle, with the 18th conference having been held in Mauritius in 2012. The organisers of the conference in The Bahamas decided to hold the event in June 2015, one month after the World Education Forum in Incheon, Republic of Korea, and three months before the United Nations' conference on the Sustainable Development Goals (SDGs) to be held in New York, USA.

The World Education Forum, convened by UNESCO in conjunction with six co-convening agencies, is a sequel to the World Education Forum held in Dakar, Senegal, in 2000. That event revisited the Education for All (EFA) agenda that had been set in Jomtien, Thailand, in 1990, and established six major goals with a target date of 2015. These goals were dovetailed with the Millennium Development Goals (MDGs) set by the United Nations in 2000, which also had a target date of 2015 and which will be revisited in the SDGs conference in New York.

The Commonwealth has been firmly committed to the EFA goals and the associated MDGs. The 16th CCEM held in 2006 in Cape Town, South Africa, directed to the Secretariat to provide regular reports of Commonwealth progress towards the goals and to give priority to member countries at risk of not meeting them. The 17th CCEM held in 2009 in Kuala Lumpur, Malaysia, was explicitly focused on the goals, as was the 18th CCEM held in 2012 in Mauritius. The 19th CCEM in The Bahamas was designed to carry forward the decisions made at the World Education Forum the previous month, and to prepare the way for the conference on SDGs in September 2015. The 19th CCEM will also look ahead to implementation of the goals with the target date of 2030.

With these matters in mind, the theme of the CCEM in The Bahamas was set as 'Quality Education for Equitable Development: Performance, Paths and Productivity'. This report, prepared by Trey Menefee and Mark Bray at the request of the Commonwealth Secretariat, shows that the theme is truly relevant to all Commonwealth countries – rich and poor, large and small. All countries face challenges of quality and equity, albeit defined in different ways to fit different cultures and stages of development.

The report has two main parts. It commences with an analytical section of six chapters that explains the statistical indicators and the themes to which they apply. Most of these statistics are grouped by geographic area and by status on the Human Development Index (HDI) devised by the United Nations Development Programme (UNDP). Then the report turns to individual country 'report cards' on a set of indicators.

In its evaluation of progress on the EFA goals since 2000, the report shows many accomplishments especially in primary school enrolments, in access to schooling by girls, and in early childhood education and care. At the same time, the report notes gaps in each domain. Progress was probably greater than it would have been in the absence of the goals, but the world, including the Commonwealth, cannot afford to be complacent. As the international community looks ahead to the new targets for 2030, it must be aware that many earlier promises remain unfulfilled. This situation demands continuing effort to achieve the earlier goals as well as to meet the new targets.

In years to come, patterns in 2015 will be seen as a benchmark for monitoring progress in the same way that 2000 was a benchmark and, before it, 1990. This report is thus valuable both for taking stock and for looking forward. I commend the report to you as essential reading not just for the CCEM in The Bahamas but also for future endeavours.

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Introduction

1

The Contextual and Conceptual Framework

When the organisers of the 19th CCEM decided on June 2015 for the event, they were aware that it would be held at a significant historical juncture. The international community concerned with education had already agreed to convene in Incheon, Republic of Korea, the month before (i.e. May 2015) to review the Education for All (EFA) objectives and to determine the next steps. In addition, the broader international community had agreed to convene in New York, USA, three months later (i.e. September 2015) to review the Millennium Development Goals (MDGs) and to determine the next steps. Since the EFA targets and the MDGs are interlinked, the decision to convene the Commonwealth Ministers in June 2015 provided a significant moment of articulation between them.

To understand these matters more fully, the following paragraphs set out the history of the EFA objectives and the MDGs. The commentary will also note proposals from the international community for revision of goals from 2015 onwards.

The EFA Objectives and their Successors

The EFA objectives were first set in 1990 in Jomtien, Thailand. At the World Conference on Education for All (WCEFA), delegations from 155 countries were joined by 125 nongovernmental organisations and institutes and 33 intergovernmental bodies (WCEFA 1990a).

The Declaration from the 1990 Conference identified “an expanded vision and a renewed commitment” (WCEFA 1990b: Article 2). This vision encompassed:

- universalising access and promoting equity,
- focusing on learning,
- broadening the means and scope of basic education,
- enhancing the environment for learning, and
- strengthening partnership.

Governments were invited to set their own targets during the following decade for: expanded early childhood care and developmental activities; universal primary education; improved learning achievement; reduced adult illiteracy; expanded training for youth and adults; and increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development (WCEFA

1990a: 53). The greatest prominence was given to the second of these, of which the wording in full form was “universal access to, and completion of, primary education (or whatever higher level is considered as ‘basic’) by the year 2000”.

A decade later, the follow-up World Education Forum (WEF) was convened in Dakar, Senegal. Again the 164 national delegations included most Commonwealth countries and were accompanied by representatives of international bodies including the Commonwealth Secretariat (WEF 2000). The event recorded significant progress in some domains but shortfalls in others. Delegates renewed commitment to the EFA ideal, and identified six specific goals (Box 1). Three of the goals set a target date of 2015, with Goal 5 having an additional target date of 2005.

To monitor progress towards the goals, UNESCO has produced annual or biennial EFA Global Monitoring Reports. Each report has had a statistical appendix, in addition to which the main text has focused on a particular theme as follows:

- 2002: Education for All – Is the World on Track?
- 2003/04: Gender and Education for All
- 2005: The Quality Imperative
- 2006: Literacy for Life
- 2007: Early Childhood Care and Education
- 2008: Education for All by 2015 – Will we Make It?
- 2009: Overcoming Inequality – Why Governance Matters
- 2010: Reaching the Marginalized
- 2011: The Hidden Crisis – Armed Conflict and Education
- 2012: Youth and Skills – Putting Education to Work
- 2013/14: Teaching and Learning – Achieving Quality for All
- 2015: Education for All 2000-2015: Achievements and Challenges.

The 2013/14 report noted that considerable achievements had been made since 2000, but that major gaps remained (UNESCO 2014a: 40). Looking ahead to 2015, universal primary enrolment (Goal 2) was expected to be reached by just over half of the world's countries; yet in one out of eight countries, fewer than 80% of primary-school-aged children would be enrolled. The world would be closer to ensuring that equal numbers of girls and boys were enrolled in primary education, with seven out of 10 countries expected to reach the target. At the lower secondary level, however, gender parity (Goal 5) was expected to have been achieved by fewer than six out of 10 countries – and in any case the target year for this goal was 2005. Some countries had made rapid progress in adult literacy (Goal 4), but in other countries the rate of improvement had not kept up with population growth. The report added that other goals set in 2000 had been difficult to monitor because they lacked clear targets. The report rightly noted (p.41) that it was “vital to put in place a robust global post-2015 education framework to tackle unfinished business while

Education For All Goals Set in Dakar (2000)

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete, free and compulsory primary education of good quality

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Goal 5: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

addressing new challenges”.

During the years leading up to the Incheon meeting in May 2015, extensive consultation was undertaken to identify new targets and strategies. UNESCO played the lead role, and the Commonwealth Secretariat was among the many contributors. Views were sought not only from governments but also from international agencies and civil society.

Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Target: Ensure that all boys and girls complete primary school.

Goal 3: Promote gender equality and empower women

Target: Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a Global Partnership for Development

The last global meeting immediately prior to the Incheon meeting was held in Muscat, Oman, in May 2014. The Muscat Agreement (UNESCO 2014b) gave a signal of what could be expected in Incheon the following year, though left the door open for negotiations on both the wording and the numbers. Subsequent regional meetings for Asia and the Pacific (August 2014), Latin America and the Caribbean (October 2014), the Arab Region (January 2015), Africa (February 2015) and Europe and North America (February 2015) echoed the objective of ensuring equitable and inclusive quality education and lifelong learning for all.

The fact that these discussions gave clear emphasis to quality as well as quantity is significant. A growing lobby felt that the EFA targets had led to dilution of quality, and that even when children were nominally enrolled their actual learning was sometimes alarmingly weak. As such, the theme of the 19th CCEM on quality education for equitable development resonates closely with the architects of the revised EFA agenda.

The MDGs and their Successors

The eight MDGs were set at the turn of the Millennium, emerging from a United Nations General Assembly meeting in September 2000. Among the eight goals, the most pertinent to the education sector are MDGs 2 and 3. Specific targets were developed for each goal, and the box indicates the targets for MDGs 2 and 3. As with the EFA objectives, the target year to achieve the MDGs was 2015.

Comparison of the MDGs and EFA goals (Boxes 1 and 3) shows complementarities and overlaps. MDG2 matches EFA Goal 2, though does not mention quality of compulsory and free primary education. MDG3 dovetails with EFA Goal 5, though again without mention of quality. Overall, the EFA goals are broader than the MDGs.

Just as UNESCO has published regular EFA Global Monitoring Reports, the United Nations has published regular reports on the MDGs (e.g. United Nations 2006, 2014a). As with the EFA agenda, the reports show significant progress, especially in reduction of extreme poverty, the fight against malaria and tuberculosis, access to drinking water, gender disparities in primary education, and the political participation of women (United Nations 2014a: 4).

However, the reports also show shortfalls and the need for a renewed agenda in 2015. This has been the focus of extensive consultations with governments, international agencies and civil society.

In a related process, the United Nations has considered issues of sustainability. Consideration of these matters was given much momentum by a meeting known as “Rio+20”, held in Rio de Janeiro, Brazil, in 2012 and recalling a previous meeting in the same city in 1992. In 2013, the United Nations General Assembly set up a 30-member Open Working Group to take considerations further. The Open Working Group duly did so, and proposed that the stream of thinking on the MDGs should merge with that on the SDGs, i.e. Sustainable Development Goals (United Nations 2014b). In August 2014 the Open Working Group proposed 17 goals with 169 targets. In numerical terms, therefore, the proposed SDGs were a considerable expansion on the MDGs. The Open Working Group made the proposals in order to set an agenda for further discussion and then decision-making in September 2015.

Among the 17 proposed SDGs, Goal 4 was explicitly concerned with education. As expressed by the Open Working Group (2014: 10), the goal was to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Within this goal, seven main targets plus three further targets were specified among which clear overlap was apparent with the EFA goals proposed by the Muscat Agreement. In addition, it was arguable that the education sector contributed to most other goals; and indeed education was explicitly mentioned six times among the targets for the remaining 16 goals.

Commonwealth Perspectives

The majority of Commonwealth countries were represented at the EFA meetings in both Jomtien (1990) and Dakar (2000), and the Commonwealth Secretariat was among the international organisations represented at both events. Similarly, the majority of Commonwealth countries were represented at the United Nations meeting in New York which led to the MDGs (2000). As such, Commonwealth members have been active contributors to the global picture.

In addition, Commonwealth countries have participated in many allied consultations, including those on the new goals for the post-2015 period. Further, goals have featured prominently in earlier meetings of Commonwealth Ministers. Thus the theme of the 17th CCEM in Malaysia (2009) was “Towards and Beyond Global Goals and Targets”, and the theme of the 18th CCEM in Mauritius (2012) was “Bridging the Gap as we Accelerate Towards Achieving the Internationally Agreed Goals”.

At the 18th CCEM in Mauritius, moreover, Ministers established a Working Group to develop recommendations for the post-2015 agenda for education (Commonwealth Secretariat 2012a, 2012b). The Working group proposed that three principal goals be contained in the framework in a similar place to the current MDGs, namely:

- Goal 1: Every child completes a full cycle of a minimum of nine years of continuous, free basic education and demonstrated learning achievement consistent with national standards;
- Goal 2: Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods;
- Goal 3: Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group.

The group then proposed six more detailed, technical and subordinate goals in a similar place to the current EFA objectives (Box 5); and it proposed as cross-cutting themes education in emergencies, migration, gender, and education for sustainable development.

Elaborating on the nature of these recommendations, Penson (2013), who at the time was a member of the Commonwealth Secretariat staff, pointed out that the core goals could be summarised in terms of access, quality and equity. Concerning access, he pointed out: “Although the opportunity to revise and revitalise the global development agenda is exciting, we must not forget that the original MDGs and EFA goals are unfinished business.... Access – with learning – remains a primary concern and is encapsulated in Principal Goal 1.”

Secondly, concerning quality, Penson (2013) observed that: “Learning is rightfully being focussed on in the debates about the post-2015 framework. This is partly because of the problem of children being in school but failing to become proficient in basic skills, and partly due to access having previously been prioritised due to the phrasing of the current MDGs.”

Thirdly, concerning equity, the Commonwealth Ministers were keen to ensure that the goals were applicable to all countries rather than just low-income ones. As Penson noted: “There is no country, developed or developing, which does not need to attend to issues with access, quality, and – particularly – equity. The connections between disadvantage and lack of fulfilment of individual potential – and therefore a nation’s potential – are clear.”

In summary, the theme of the 19th CCEM fits excellently with the original EFA objectives and their proposed successors, and with the original MDGs and their successors. Insofar

The Six Sub-Goals Proposed by the Commonwealth Working Group

1. Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D [early childhood education/development] and pre-school below age six years
2. Universalise an ‘expanded vision of access’ to a full cycle of a minimum of nine years of continuous basic education
3. Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship
4. Eliminate illiteracy and innumeracy amongst those under 50 years old. Provide education opportunities for young people and adults who have not successfully completed nine years of basic education
5. Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal opportunities and reduce gaps in measured outcomes
6. Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households

as the Commonwealth states form a significant proportion of the total United Nations membership, the overlap of discussions and harmony of objectives provides valuable synergies. Moreover, the Commonwealth has taken a significant lead in proposing future directions not only for its own member states but also more widely. The timing of the CCEM a month after the May 2015 EFA meeting in Incheon and three months before the September SDG meeting in New York, allows the CCEM to operate as a valuable bridge to carry forward the discussions in Incheon and to prepare for the discussions in New York.

Quality and Equity in Education

The next pair of questions for the CCEM theme on Quality Education for Equitable Development concerns the meanings first of quality and second of equity. Although the words are in common daily use, both quality and equity may be difficult to conceptualise. This can lead to ambiguities, with different actors holding different implicit meanings and therefore working towards different objectives. The following pair of sections outlines some of the possible meanings, and indicating the basis on which the report cards have been prepared.

Conceptualising Quality

The background paper for the Commonwealth Ministerial Working Group on the Post-2015 Development Framework for Education (Commonwealth Secretariat 2012a: 33) rightly noted that quality of education is a “contested and dynamic concept”. The document added that it:

has evolved from a focus on inputs (qualification of teachers, teacher-pupil ratio, textbook-pupil ratio etc.) to the teaching and learning process itself (i.e., the way inputs are used) and the results obtained (the learning outcomes).

One major reason for this evolution in focus has been growing awareness that the advances towards universal primary education had achieved numerical successes but in some settings at the expense of quality. UNESCO (2014a: 209) reported on assessments in 41 low and lower-middle income countries which found that after five or six years in primary schools about 20 million children were still not able to read all or part of a sentence. Thus, universal primary education may in some respects be a hollow achievement.

At the same time, in the EFA context overall assessments must embrace the zero quality of schooling received by children who are not in school at all. In other words, the concept should not be restricted to those who are currently receiving schooling or some other organised form of education. A country having a low enrolment rate would not be considered to have a high-quality education system even if the institutions that the enrolled children attend are of high quality.

In this respect, it is useful to recall the Zones of Vulnerability and the “various spaces where children are included, excluded or at risk” identified by Lewin (2008: 48) and noted in the report for the 18th CCEM (Menefee & Bray 2012: 19). Illustration 1 presents these zones in diagrammatic form. First are children who never enrol in school, perhaps because of extreme poverty and/or because they live in areas of low population density

that are not adequately served by schools. Second are children who drop out with incomplete primary schooling below the formal age of employment. Third are children who are enrolled in schools but who do not learn sufficiently to gain basic skills or advance to the next level. Such children may be “silently excluded” by the system, and are at risk of dropping out. Fourth are children who do reach the end of primary schooling, but who do not proceed to secondary education. The fifth and sixth zones mirror at the secondary level the second and third zones at the primary level, i.e. students who drop out with incomplete secondary education, and students who are enrolled but who do not learn sufficiently to gain the basic skills. By taking a comprehensive view of the total population, Lewin’s diagram stresses that quality concerns out-of-school children as well as in-school ones.

Beyond these basic points are challenges in determining the precise ingredients and measures of quality in schooling around the world. EFA Goal 6 (Box 1) concerned improvement of “all aspects of the quality of education and ensuring excellence for all”, but lacked quantifiable indicators and targets. Moreover, in some respects it was conceptually muddled. As noted in the Background Paper for the Commonwealth Ministerial Working Group (Commonwealth Secretariat 2012a: 13), “it is not clear how everyone can be excellent, unless one refines ‘excellence’ to mean ‘achievement of one’s potential’”. The Commonwealth Ministerial Working Group perhaps had more meaningful wording in its new proposed Goal 1, cited above, which referred to “demonstrated learning achievement consistent with national standards” (Commonwealth Secretariat 2012b).

The quality of education was also the focus of the third of UNESCO’s EFA Global Monitoring Reports (UNESCO 2004). Chapter 1 began (p.30) by noting evolution in UNESCO’s conceptualisation of quality, highlighting the Faure Report entitled *Learning to Be* (Faure 1972) and the Delors Report entitled *Learning: The Treasure Within* (Delors 1996). The latter expanded on the former with four pillars of which the last was ‘Learning to be’. The others were Learning to know; Learning to do; and Learning to live together. This conceptualisation has received wide appreciation (see e.g. Tawil & Cougoureux

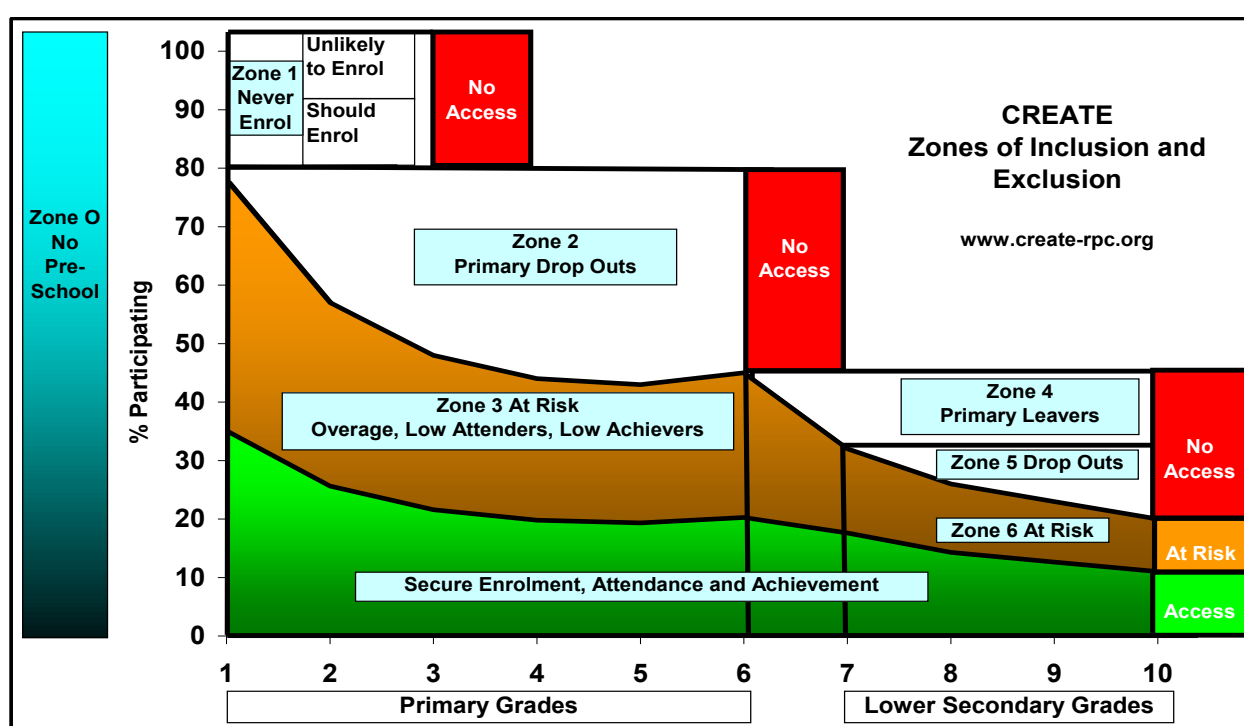


Illustration 1: Lewin's (2008) Zones of Exclusion

2013), though in practice Learning to know – commonly by examination scores and similar tests – has tended to be the dominant concept. The broader concepts may usefully be retained for attention in the context of the 19th CCEM discussions.

Conceptualising Equity

Underpinning the concept of equity are notions of fairness. Equity is not quite the same as (mathematical) equality. In some settings equality and equity are synonymous, but in other settings the notion of fairness would require unequal allocations of qualities or quantities of education to match the needs of the persons and groups being served. Thus, for example, children with special education needs may require extra resourcing compared with other children – and allocating to them equal amounts of resources would in practice be inequitable.

The Background Paper for the Commonwealth Ministerial Working Group (Commonwealth Secretariat 2012: 32) highlighted several dimensions of equity, including socio-economic status, gender, geography, ethnicity, sexual identity and special needs. However, it added (p.32):

Poverty remains the over-riding factor necessitating global development goals. Therefore, equity objectives should focus on narrowing the gap in learning outcome achievement related to household income, but should also include other disadvantaged or marginalised groups.

Later in the document (p.44), specific examples of policy interventions were provided:

If children are in school, but do not understand the language the teacher is speaking, or cannot see the chalkboard because of poor eyesight, or are bullied because of their gender or ethnicity, or are frequently absent as they care for relatives, or need to work to pay for items such as their school uniform, they are effectively excluded from the opportunities open to others in the same class. This means a renewed focus on ensuring relevant and appropriate education is offered to those who are currently at risk of exclusion, including: the poor; ethnic or linguistic minorities; refugees and asylum seekers; those with disabilities or special learning needs; children suffering from conflict trauma; those affected by health issues; and any other marginalised or disadvantaged community.

Particular themes mentioned by the report (p.31) also included the expansion of supplementary private tutoring. Such tutoring is commonly called shadow education because its content mimics that of the regular system: as the curriculum changes in the regular schools, so it changes in the shadow. As noted by the report (Commonwealth Secretariat 2012a: 31): “such ‘shadow education’ remains a problem, as some households still need to pay significant amounts for private tutorials”. Indeed shadow education has become a global phenomenon (Box 6) and therefore relevant in low-income and middle-income Commonwealth countries as well as in rich ones (see e.g. Bray 2009; Bray, Mazawi & Sultana 2013; Bray & Kwo 2013, 2014).

Data Challenges for Measurement and Monitoring

Among the many domains of quality and equity that deserve attention for measurement and monitoring, four are here given particular focus. Teaching and learning was the theme for the 2013/14 EFA Global Monitoring Report (UNESCO 2014a), and was central to the recommendations of the Commonwealth Ministerial Working Group on the post-2015 development framework (Commonwealth Secretariat 2012b). Shadow education, as noted above, has since 2000 emerged as a major issue for countries in all income groups; and specific population groups for which monitoring data are needed include socio-economic groups, males and females, people living in rural or urban areas, and people with special education needs.

Teachers and Teaching

Stressing that “quality must be made a strategic objective in education plans” (UNESCO 2014a: 217), the EFA Global Monitoring Report noted the need first to get enough teachers in classrooms and second to secure good quality teachers. It proposed a four-part strategy which would:

- attract the best teachers,
- improve teacher education so that all children can learn,
- get teachers where they are most needed, and
- provide incentives to retain the best teachers.

The recommendations of the report included focus on data (p.304):

To achieve good quality education for all, it is crucial to know how many trained teachers each country has and how many additional teachers are needed, but in many poor countries reliable information is often lacking.

Countries should invest in collecting and analysing annual data on the number of trained teachers available in different parts of the country, and by gender, language, ethnicity and disability, at all levels of education. These data should be complemented by information on the capacity of teacher education programmes, with an assessment of the competencies teachers are expected to acquire through the programmes.

The report might have added that few administrators – even at the school level, let alone at district, provincial and national levels – have information on precisely how teachers teach after graduation from the teacher education programmes. Such data, it must be admitted, are difficult to collect in even the most sophisticated education systems. In the meantime, the data in the present report are more focused on inputs than processes and other indicators of quality. Thus, they focus on national averages of teacher-student ratios and percentages of teachers who have received training (albeit not on consistent definitions across countries).

Learners and Learning

In connection with the qualities and outcomes of learning, it is again pertinent to note UNESCO's (2014a) report on assessments of learning in 41 low and lower-middle income countries. That is an example of research literature which is becoming increasingly available and which focuses on what children actually learn when they are in school. Headline messages from the report (pp.190-213) which drew on multiple studies in a wide range of contexts include:

- Learning deficits must be tackled early.
- Global disparities mask huge inequalities within countries.
- In African countries, children from richer households are more likely to achieve a minimum level of learning (and, by corollary, children from poorer households are less likely to achieve a minimum level).
- In the wealthier Indian state of Maharashtra, only 44% of rural children in grade 5 can perform a two-digit subtraction.
- Over 10% of grade 8 students in England performed below minimum learning levels in mathematics.
- In New Zealand, while almost all rich students achieved the minimum standards, only around two-thirds of poor students did so.
- Kenya has made great strides in the numbers reaching the end of primary school and in improving learning.
- In Malaysia, learning standards have declined over the decade.
- In north-west Nigeria, only 2% of poor young women can read.
- If policy-makers take action now to support good quality teaching, the next generation of children will face better prospects in learning.

Policy makers in 2015 do have much more extensive cross-national clearer data on learners and learning than was the case in 1990 when the EFA agenda was set and in 2000 when it was renewed. Nevertheless, these headline statements are mostly confined to cognitive achievement rather than learning for interpersonal relationships and other important domains. Moreover, underlying each of the statements are methodological debates about what data are collected and how, and about the ways in which the data should be interpreted. The current report refers to various cross-national assessments including those of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Programme for International Student Assessment (PISA) managed by the Organisation for Economic Co-operation and Development (OECD). These, however, are only 'snapshot' aggregated indicators, and must in all settings be complemented by other indicators about learners and learning.

Shadow Education

One reason why shadow education is difficult to measure is that the participants may be reticent. Thus:

- *Students* may not want their peers to know that they are receiving supplementary help, for fear that they will either be labelled as slow learners or purchasing unfair advantages over their peers.
- *Parents* may feel similarly, and thus may not want to talk about their children receiving shadow education.
- *Tutors* may not want to reveal the nature and extent of their activities, either because it is conducted on an unofficial basis (especially in the case of regular teachers who are 'moonlighting') or because they wish to avoid taxation and regulation (in the case of both informal providers and companies).

A second challenge for measurement and monitoring is that shadow education varies widely in intensity. Schools have standard timetables, and policy makers can assume that they adhere to these timetables for the standard number of days in the week and months in the year. Shadow education, by contrast, may vary in intensity during regular seasons, during vacations, and close to examinations; and the amount of shadow

education received by individual students varies widely according to their preferences and incomes.

A third challenge is that the nature of shadow education also varies widely. At one extreme is one-to-one instruction that is specially tailored to the student, and at the other extreme are classes with over a hundred students receiving instruction in a lecture mode. Further, face-to-face instruction may be contrasted with web-based instruction delivered over the internet perhaps across national boundaries.

Nevertheless, some indicators may be provided from studies with a range of foci and methods. Table 1 shows that in many Commonwealth countries has become a major phenomenon. The fact that in a significant number of countries no data are available emphasises that further data-collection is needed in this domain.

Implications for Equity of the Global Spread of Shadow Education

The shadow education system of private supplementary tutoring has become a global phenomenon. At the time of the 1990 Jomtien conference it did not have much visibility outside parts of East and South Asia. By the time of the 2000 Dakar conference it had expanded but was arguably less pressing than many other domains for policy attention. By 2015 shadow education can no longer be ignored.

Shadow education has major implications for equity, since prosperous families can acquire greater quantities and better qualities of shadow education and low-income families get left behind. It also has major implications for quality since teachers may assume that children receive supplementary tutoring and therefore make less effort during regular lessons. In the most problematic cases, teachers deliberately cut the content of regular lessons in order to promote demand for their private supplementary classes.

Table 1: The Scale of Shadow Education in Commonwealth Countries

Advanced Economy Commonwealth Countries

Australia	Dillon (2011) reported that parents were spending up to Aus\$6 billion a year on private tutoring, with the industry having grown by almost 40% over the previous five years.
Canada	Aurini and Davies (2013: 157) reported that 33% of parents had purchased supplementary education and that 21% of nine-year-old children had received some kind of private tutoring. The number of tutoring businesses in major cities had increased between 200% and 500% during the previous two decades. Eckler (2015) described tutoring as “the new normal.”
Cyprus	Data analysed by Lamprianou & Lamprianou (2013: 4) indicated that 80.5% of households with school-aged children were paying for private tutoring.

Malta	Statistics cited by Buhagiar and Chetcuti (2013: 136-137) indicated that up to 51.9% of primary students and up to 82.9% of secondary students were receiving private tutoring.
New Zealand	Walls' (2009: 207-216) research on mathematics learning found that private tutoring was common among her case-study students. Innes (2014: i) noted that "further 'shadow' industry activity, particularly in the guise of public-private partnerships (PPPs), is increasingly being spread into the state schooling sectors".
Singapore	A 2008 newspaper report stated that 97% of students polled at the primary, middle, and senior secondary levels were receiving tutoring (Toh 2008).
United Kingdom	A 2008 random telephone survey of 1,500 parents found that 12% of primary school pupils and 8% of secondary school pupils were receiving private tutoring (Peters et al. 2009: 2).

African Commonwealth Countries

Botswana	SACMEQ data indicated that 5.9% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Cameroon	In 2014, 23% of young people reported receiving private tutoring. There was a gap of 24 percentage points between the most and least affluent families (Sutton Trust, 2014).
Ghana	A 2008 survey of 1,020 households found that 48% were paying additional fees for tutoring in primary education (Antonowicz et al. 2010: 21).
Kenya	SACMEQ data indicated that 46.3% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9). In 1999, repeated in 2008 and 2012, the Ministry banned holiday classes and private tutoring on school premises. However, the practice has remained widespread (Kilonzo 2014; Mercy & Dambson 2014; Mogaka 2014).
Lesotho	SACMEQ data indicated that 2.5% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Malawi	SACMEQ data indicated that 4.5% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Mauritius	SACMEQ data indicated that 74.6% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Mozambique	SACMEQ data indicated that 7.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Namibia	SACMEQ data indicated that 2.9% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Nigeria	Oyewusi & Orelade (2014) referred to a "private tutoring boom", indicating that both formal and informal tutoring were increasingly visible.

Rwanda	Private tutoring, also known as coaching, is common and imposes significant costs on some families. Interviewees in one study of primary schooling (Williams et al. 2015) indicated that some parts of the curriculum were <i>only</i> covered during coaching sessions.
Seychelles	SACMEQ data indicated that 11.6% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Sierra Leone	Kpaka & Wade (2009) surveyed parents of primary school children and found that a significant number paid for private tutoring. In some cases this was because of “the flimsy reason of the need to complete their syllabus in time” (p.32).
South Africa	SACMEQ data indicated that 4.0% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9). Coetzee (2008: 5) remarked that South Africa appeared to have received “a sudden deluge of supplementary tuition”.
Swaziland	SACMEQ data indicated that 1.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Uganda	SACMEQ data indicated that 25.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
United Republic of Tanzania	SACMEQ data indicated that 14.3% of Grade 6 pupils in Mainland Tanzania and 11.4% in Zanzibar were receiving paid tutoring in 2007 (Paviot 2010: 9).
Zambia	SACMEQ data indicated that 6.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).

Asian Commonwealth Countries

Bangladesh	Nath (2011) reported on a survey that found 37.9% of primary students and 68.4% of secondary students receiving tutoring. At Grade 10, over 80% received tutoring.
Brunei Darussalam	A study of mathematics learning by 209 Primary 6 students found that 69% had received extra lessons, of which the majority was assumed to be from private tutors (Wong et al. 2007: 455).
India	Sujatha (2014: 3) reported on a survey of senior secondary students in four states: Andhra Pradesh, Kerala, Maharashtra, and Uttar Pradesh. In the sample, 58.8% of Grade 10 students were receiving tutoring. Data from a nationwide rural survey showed rates among children aged 6-14 ranging from 2.8% in Chhattisgarh to 73.9% in West Bengal (Pratham 2014: 73).
Malaysia	Kenayathulla (2013: 634) examined data from the 2004/05 household expenditure survey, and found that 20.1% of households indicated expenditures on private tutoring. Tan (2011: 105), having surveyed 1,600 students in eight schools in Selangor and Kuala Lumpur, found that 88.0% had received tutoring during their primary schooling.

Maldives	Nazeer (2006: 159) remarked that private tutoring “is very common”. All nine teachers in his qualitative research provided additional private lessons for their own students. Mariya (2012: 175) similarly remarked that private tutoring “is a tradition and a culture in the Maldives and is practiced on a large scale”.
Pakistan	A 2013 national survey found that in 13 urban centres 44.8% of Grade 1 students in private schools received supplementary private tutoring, with the proportion rising to 49.7% in Grade 10. In urban government schools, respective proportions were 19.5% and 31.1%. In rural private schools, proportions were 23.1% and 27.8%, and in rural government schools they were 3.1% and 11.2% (ASER-Pakistan 2014: 68, 77).
Sri Lanka	A survey reported by Suraweera (2011: 20) indicated that 92.4% of 2,578 students in Grade 10 and 98.0% of 884 students in Grade 12 were receiving tutoring.

Caribbean Commonwealth Countries

Antigua and Barbuda	Stewart and Tuitt (2014) note that in Antigua, as in Jamaica, “the heavy emphasis of an examination-driven school system drives the demand for extra lessons.”
Barbados	No data available
The Bahamas	No data available
Belize	While statistics are not available, press coverage (e.g. <i>The Reporter</i> 2012) indicates that shadow education is a visible phenomenon, especially in urban areas.
Dominica	No data available
Grenada	No data available
Guyana	A 2008 Ministerial directive prohibited tutoring (‘extra lessons’) on a supplementary fee-paying basis on school premises, but as remarked in one newspaper (Mounter 2010), “extra lessons are deeply embedded in the educational system”.
Jamaica	A study of 1,654 Grade 11 students in 62 schools found that 90.3% received extra lessons in high school (Stewart 2013: 142).
Saint Kitts and Nevis	No data available
Saint Lucia	No data available
Saint Vincent and the Grenadines	No data available
Trinidad and Tobago	A sample of 801 children in primary schools found that 5.7% in Standard 1 received extra lessons. Proportions rose in subsequent grades to 7.4%, 25.4%, 68.4% and then 88.2% in Standard 5 (Barrow & Lochan 2012: 411).

Pacific Commonwealth Countries

Fiji	No data available
Kiribati	No data available
Nauru	No data available
Papua New Guinea	No data available
Samoa	No data available
Solomon Islands	No data available
Tonga	A 2014 workshop of school administrators made a ball-park estimate that 40% of senior secondary students received private tutoring.
Tuvalu	No data available
Vanuatu	No data available

2

Measurements and Monitoring

Metrics as Socio-Demographic Cartography

The cover of this report uses a map of The Bahamas drawn with watercolors by Joan Vinckeboons circa 1650. Vinckeboons lived in an age before satellites and airplanes had photographed and measured every inch of the earth. It was the job of the cartographer to take snapshots of other people's adventures and experiences, and to merge them with mathematics to construct a model of what the cartographer thought was the best approximation of accumulated knowledge.

Vinckeboons' cartography was chosen for the cover because the charts and numbers in this book bear a resemblance to this early cartography. Despite the hype around 'big data', there is still nothing in international education that resembles the satellites orbiting the world providing real-time geographic and meteorological data. International education data are published late, sometimes have questionable provenance, and often have major gaps. We are decades away from the capacity for accurate global quarterly reports on literacy, enrolments, parity indices, out-of-school youth, or learning metrics of the sort that exist in the economic domain.

Fragmentary data that are rarely more recent than 2012 are of limited value as a navigational tool for policy makers, planners, and analysts in 2015. In practice, this means that at the time of writing this 2015 Education in the Commonwealth volume, we are only seeing a statistical portrait of what education in the Commonwealth looked like during the 2012 Conference of Commonwealth Education Ministers (CCEM) in Mauritius. One can either choose to work within the constraints of what has been directly observed or, like Vinckeboons, make informed guesses about missing information to produce a more coherent work.

The following chapters employ informed guesses of sorts with statistical imputations. The report endeavours to synthesize scattered data into a reasonably complete picture. This process comes with a tradeoff. Vinckeboons got many things right and some things wrong. The Caribbean map on the cover of this book looks quite similar to modern maps; yet he also drew California as an island because to the south there was knowledge of the channel-like Gulf of California and to the north were hopes and rumours of a Northwestern Passage linking the Atlantic and the Pacific Oceans. A mixture of incomplete data and aspirational hopes can compromise cartography, both geographical and social.

What the Northern Passage was to Vinckeboons, the politics of universalization of basic education might be for this work. Extraordinary progress has been made; yet the picture is incomplete, and the political pressures to construct a narrative of progress are strong. There is a race to show that nearly every child is in a school, or at least that governments have achieved significant progress in that direction, which might prove to be something like an Island of California in this document.

Imputations and Moving the Clock Forward

Missing data present an extraordinary challenge for reports like this. Of primary concern is that the available data are mostly old. In the 2012 version of this book, we dealt with the data challenges by providing the most recent available statistics and a 2015 forecast. Since the dates of the most recent available statistics varied, comparisons were not always easy. In the present version we have removed the incomparable numbers (the most recent data, based on different years) in order to focus on estimates for a single year, i.e. 2015.

These estimates are on statistically firmer ground than our 2015 forecasts in 2011, which were based on data that stopped at 2009. This means that those 2015 forecasts were longer-term estimates, looking six or more years ahead. Statistically, making 2015 'forecasts' in 2014 is easier because we are using more data to construct a number projected only three years into the future (because we are commonly working with 2012 data).

These linear regressions are impossible, however, in contexts where there are no data or only a single unit of data. The slope of a linear regression requires at least two points of data to construct. Many countries lack any data for certain education metrics. The problem of missing data are further complicated by the fact that some numbers are more reported than others. To provide examples of this difficult statistical landscape, we found in our global dataset that:

- 30% of countries had insufficient data on pre-primary net enrolment rates (NER).
- 15% of countries had insufficient data on pre-primary school-life expectancy (SLE).
- 66% of countries had insufficient data for the number of Grade 1 students with at least one year of pre-primary education.
- 22% of countries had insufficient data on primary adjusted net enrolment rates (ANER).
- 14% of countries had insufficient data on primary school-life expectancy (SLE).
- 50% of countries had insufficient data for percentage of trained teachers in primary schooling.
- 32% and 33% of countries had insufficient data for lower and upper secondary adjusted net enrolment rates (ANER).

What, then, can be said of countries missing data? We make two assumptions for this report: that other educational data are insightful and that non-educational socio-economic data have predictive powers. In the first instance, assume a scenario in which we have primary ANER data, and lower secondary ANER data, but no pre-primary or upper secondary data. We could be almost certain, for instance, that a country with a primary ANER of 98% likely has a comparatively large pre-primary schooling sector. The numbers do not stand in isolation. Larger primary enrolments indicate larger pre-primary and secondary enrolments.

In the second instance, we assume that socioeconomic and demographic data are at least partially deterministic of educational development performance. Small, rich countries should have ‘better’ education numbers than large, poor countries. Birth rates make universalization either easier or more difficult. We see these patterns throughout the next chapter, where we examine data by Human Development Level groupings of countries. We used a global dataset to produce all of our numbers. This approach has produced an extraordinary volume of data. Because the data are spread over multiple files it is difficult even to calculate how many numbers were mobilized for this report. It is to be counted in the hundreds of thousands. The volume of data, and the density of the algorithms we used to construct it, led to software stability issues that delayed the final production of this report.

More than one hundred statistics are presented on each of the Report Cards, producing a total of 5,300 units of data just for 2015 estimates. Most of these were constructed using more than a decade of data. Each longitudinal chart where all countries are accounted for is a visual representation of nearly 800 units of data (53 countries over 15 years). Constructing, storing, analyzing, and visualizing this data has been an extraordinary challenge. It also leaves room for errors: even 99.9% accuracy leaves room for dozens of mistakes.

Linear Regression

The most common method of imputation in this report is a bounded linear regression, expressed with the equation $a+bx$. The symbol ‘b’ represents the slope of the regression line, or how “steep” the line of best fit is with the indicator over time. It is a calculation of how fast an indicator such as net enrolment rate is falling or rising. The symbol ‘a’ represents the intercept point, here the year 2015 when both the internationally agreed EFA and MDG goals were supposed to have been reached. The symbol ‘x’ represents the variable being measured, such as adult literacy or net enrolment. A more complete equation is:

$$a = \bar{y} - b\bar{x} \qquad b = \frac{\Sigma(x-\bar{x})(y-\bar{y})}{\Sigma(x-\bar{x})^2}$$

Data going back to 1999 were used to construct the regressions. Working with this kind of mathematics can lead to the problem of run-away growth and collapse. Consider a country that reports an NER of 50% in 2003 and an NER of 65% in 2005 with no additional data. A linear regression would assume that the NER in Country X was 28% in 2000 and 140% in 2015. To control for this, we have included three bounded parameters. The first is that an imputation cannot fall outside the possible minimum and maximum variables for the specific metric. An NER cannot be above 100 or below 0: these are the ceiling and floor within which our equations must work. A second parameter is that no estimate can be above or below globally observed maximums and minimums for the metric. The third parameter is floor/ceiling combination based on observed data for the country itself. On the higher end, a ceiling is set such that imputations cannot exceed 50% of an observed maximum. On the lower end, we have set a floor that they cannot drop below half the observed minimum. The assumption behind these different thresholds for maximums and minimums is that, for most numbers, it is easier for a country to fall back than charge ahead.

Using the example of Country X, our model would show an NER of 98% in 2015 and 28% for 2000 - just above the floor of 25% (half the observed minimum value). Our model would show a very different number than the most recent available data. It captures the phenomenal speed of the example metric over two years, and assumes that it continued though within rational boundaries. At issue is that the 'real' 2015 number is unknown. Reporting the most recent number is no more precise, and almost certainly less accurate, than assuming that the observed trajectory continued. Our floors and ceilings are layered but simple. There is research potential for others wishing to refine our model.

Multivariate Imputation

To provide something, rather than nothing, we used the multiple imputation function in SPSS, a common statistical software program when countries have less than two datum. SPSS uses a five step Markov Chain Monte Carlo (MCMC) algorithm for data reconstruction. This algorithm works by finding correlations between variables, providing a range of guesses, and offering the ones that statistically 'fit'. We included many variables that might not actually have correlation with the understanding that the algorithm would find this and account accordingly.

Where possible, we have added the 2015 imputations to countries that have only one data point. This allows us to construct a linear regression, which can then be used in the longitudinal average charts deployed throughout this book. It should also be noted where imputations were not made: learning data. The lack of data in this growing field of research leads us to not speculate, but instead rely only on scores that have been recorded.

Some key elements of our imputations were that:

- Imputations were constructed based on 'moved clock' 2015 estimates.
- Observed global maximums and minimums were added as parameters
- Most recently available statistic was provided as an additional independent variable.
- Socio-economic variables were used as independent variables
- All education metrics were used as both dependent and independent variables
- Five sets of imputations were constructed, pooled, and averaged.

Our models and output were reviewed by statisticians, who were comfortable with the results. The models were also changed, for instance including the most recently available statistic, but very similar numbers were produced in different iterations. We are certain that more careful statistical modelling can be applied to reach the same results. We encourage others to build off this approach.

Ultimately, our working model is that an 'educated' guess can be made about specific metrics if it is placed in statistical context to known variables. For instance, we know enough about the socio-economic conditions of Singapore to have certainty that they likely have relatively high enrolments, low gender inequity, and a high percentage of trained teachers. The independent socio-economic variables were either taken directly from the institute that produces them or from the World Bank database.

The variables used in our model were as follows:

- Economic Complexity Index (ECI) Rank. ECI is a relatively new metric that boasts being the best predictive measurement of human capital available. Economic complexity is essentially a measurement of the degree of division of labor in a country, as measured by the type of products it exports. ECI rankings correlate very strongly with metrics like enrolment rates.
- Human Development Index (HDI) and HDI Change. We have elsewhere argued (Menefee and Bray 2012) for the usefulness of HDI as a measurement of overall development in countries. We included HDI changes as an indicator socio-economic movement in countries.
- Gross Domestic Product per capita (GDP p/c) and Gross National Income per capita (GNI p/c). These are standard metrics for economic development in countries.
- Gini coefficient. This is a standard metric for measuring inequality in societies, utilizing a statistical tool known as a Lorenz Curve. Its correlation with education metrics is not as strong as might be suspected, likely because some of the wealthiest countries in the world have the highest levels of inequality as measured by Gini coefficients. Gini inequality is a different sort of inequality than gender inequality.
- Urbanization. For many developing countries, there is a very strong correlation between urbanization and access. Rural education does not have the same economies of scale as urban education.
- Rural and urban poverty rates, and the ratio between them. The relationship between access and urbanization is mitigated by urban poverty. Likewise, high degrees of rural poverty make access difficult. The ratio between the two created an inequality metric that could capture access issues.
- Population, school-aged population, proportions, and birth rates. Here we captured the demographic trends many countries are facing. Very large states like India and Nigeria are facing different challenges than medium-sized countries, and small poor states have their own distinctive problems. Further, universalization and quality is made more difficult in countries that have both high birth rates and a large percentage of the population being school-aged. China has made extraordinary progress on educational development in part due to the controversial One Child Policy, which ensured that two parents devoted resources to only one child. As we show in the next chapter, many African Commonwealth countries have had the opposite problem: the education systems grew enormously, but they have had difficulty expanding as quickly as the youth population did.

Units of Analysis

A complete list of the indicators used can be found in the *Glossary of Metrics* (page 268) in the back of this book. In this glossary, we provide definitions, purposes, calculation methods, interpretation, and limitations. Nearly all of the data were taken from the UIS.

Enrolment

Discussion on the measurement of progress towards the internationally-agreed education goals should start with the premise that the ideas conveyed in the goals are easier to understand and agree on than they are to measure. We all might know what “provide free and compulsory education for all” means, but there are no easy ways to measure its progress as either a single measurement or even a dozen. All the statistical metrics used in this book are at best valuable proxy measurements.

EFA Goal 2, for instance, is to “provide free and compulsory primary education for all.” Three separate goals are packed inside this: that primary education be free, that primary education be compulsory, and that every child be given this free and compulsory primary education. In practice, “compulsory” and “free” education is commonly neither. In many instances, central governments pass laws declaring tuition to be free but do so as an unfunded mandate. i.e. the laws are passed without additional public funding to make up for the lost tuition fees. Schools then offset their financial loss through other means, such as book and uniform fees. Other barriers, like access to affordable transport to school, keep even more students out. Neither schools nor parents are punished for these missing children. Thus, simply checking whether or not laws and regulations demanding free and compulsory education exist is of questionable worth. Detailed national and sub-national level research to explore the actual costs of primary education is necessary to gain a full picture.

Because of these difficulties, most discourse focuses on the easier to measure “primary education for all” part of the sentence rather than the “free and compulsory.” However, even this wording is problematic. Measurement of progress towards the MDGs and EFA objectives is often done with simple enrolment rates. These indicators are the focus of MDG2 and EFA Goal 2, and underlie MDG3 and most of the other EFA Goals. But who are the “all” in EFA Goal 2? Are they “all” primary school-aged children, or also teenagers and pre-teens that were denied access earlier in life?

Monitoring reports commonly refer to both:

- Gross Enrolment Ratios (GERs): the total number of children enrolled in school as a proportion of the number of children in the relevant official age group, and
- Net Enrolment Rates (NERs): the number of children enrolled who are actually in the relevant official age group, i.e. excluding children who are younger or older.

To understand the difference between these two metrics, it is useful to think of a rural village with a new primary school where limited options existed before. The total number of primary school-aged children in this village is 100, which becomes the denominator for both the gross enrolment ratio and net enrolment rate. Were 120 children to begin taking courses in this school (i.e. enrol) the GER would be 120. This means that the metric only expects that 100 students should be there, but 120 are enrolled. We would assume that the additional students are over-age, either because of a lack of prior access or because they are repeating grades.

Were only half of those students in the new village primary school to be of official primary school age, which usually ranges from six to 12, the gross enrolment ratio would remain 120 but the net enrolment rate would be 60. It is worth noting that both net enrolment rates and gross enrolment ratios capture repeating students, which means that many among those 60 primary-aged students might be repeating grades. If grade repetitions increased, the net enrolment rate would also increase.

It is further worth noting that both gross enrolment ratios and net enrolment rates capture only the most basic measurement of participation. Neither capture attendance, for instance. A illustrative example is that Uganda’s net enrolment rate of 90.9% is less than Tanzania’s 98.0%, but that Uganda’s net attendance rate is 85.6% compared with Tanzania’s 80.6%. This is meant not to comparatively judge the performance of either Uganda or Tanzania, but to say that educational participation requires a more complex

analysis than enrolment statistics alone provide.

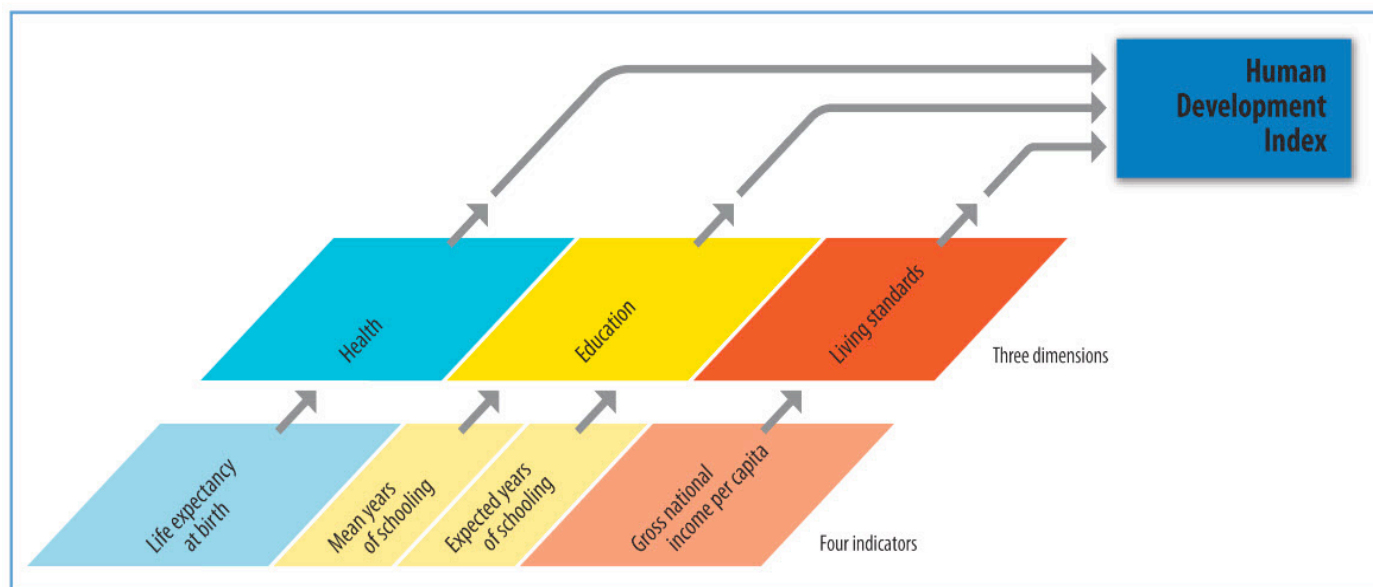
Gross enrolment ratios should be viewed in such a way that the closer to 100 a system is, the healthier it is. A system with a gross enrolment ratio below 100 has potential students not enrolled at the level of education being measured, while a system with a ratio over 100 has students enrolled who are not at the intended age. Thus, a high gross enrolment ratio can mask a low net enrolment rate measuring how many students are progressing through the system as intended.

These observations show that the tools available to measure an idea like “education for all” seem to cast nets either too widely or too narrowly. Either they count students who arguably should not be counted, or they ignore them to focus exclusively on whether or not children are receiving education at a pre-ordained appropriate age. Yet goal achievement needs to be measured if it is to be an effective policy tool. It is important to use a single metric where movement either up or down means that the system is objectively better or worse than before. Ideally an “education for all” metric should have a maximum score of 100, representing the 100% of “all.”

A country (or province, district, etc.) may appear to have universal primary education because of a 100% score as measured by the gross enrolment ratio, but may actually be far from the goal as measured by the net enrolment rate. Unless the number of grade-level repeaters is growing, an increase in net enrolment rate is unambiguously a positive development. An increase in gross enrolment, however, paints a more complex picture of enrolment patterns. Many of the countries with the highest gross enrolment ratios in the Commonwealth are the countries furthest from reaching other internationally agreed goals. Consequently, net enrolment rates are preferred indicators in this book when the data are available. Broadly rephrased, it means that children receive primary education, and adolescents receive secondary education. A primary net enrolment rate close to 100% indicates that children are moving through an education system in a way that would more easily allow for progression at the next level. A child enrolled at the intended age for primary school is more likely to move on to secondary school, just as

Illustration 2: How the Human Development Index is created.

The HDI—three dimensions and four indicators



students enrolled at the intended age of secondary school will have less difficulty moving on to a tertiary institution than students who repeat grades or miss several years of schooling.

Nevertheless, there is still value in measuring and monitoring gross enrolment ratios. In a country whose education system is expanding when little existed before, a high gross enrolment ratio might indicate that students are taking advantage of educational opportunities that were not available at the intended age of enrolment. An example is enrolment in India's secondary education system, where the net enrolment rate has been 25.8% and the gross enrolment ratio has been 60.2%. This indicates that while only a quarter of youth are on a conventional secondary education track, more than twice as many are participating in secondary education in some form. India should be applauded for having programmes that reach out to youth who otherwise might be dropouts, while at the same time acknowledging that much work remains to raise net enrolment rates. So while the aims of this book lead to a preference for net enrolment rates, a holistic approach to evaluating and understanding education systems would include analysis of both net enrolment rates and gross enrolment ratios.

Net enrolment rates require accurate information not only on the numbers of children enrolled but also on the number of children of particular age groups in the population. The latter figure may be particularly difficult to estimate precisely, given that censuses are usually conducted at infrequent intervals and themselves commonly encounter procedural challenges.

Going further, even the statistical reporting on enrolments may not be easy. First they rely on schools providing complete and accurate numbers, and second they are based on the assumption that once a child is enrolled in school then the child actually attends. In practice, children may attend only intermittently or drop out altogether at some point after the reported enrolment date.

Going further still, even if children are enrolled in school and do attend, it cannot always be assumed that they learn a lot. For a variety of reasons, children may not pay attention in class and the quality of their instruction may leave much to be desired. Some communities suffer from high rates of teacher absenteeism, from teachers who are less than fully competent, and from lack of books and other learning materials. For these reasons, EFA Goals 1, 2 and 6 specifically include focus on the quality of provision. UNESCO's EFA Global Monitoring Report has noted two definitions of quality. The first focuses on learners' cognitive development, and uses measures of success with which systems achieve such cognitive development. The second, which is more difficult to assess and compare across countries, is the role of education in nurturing creative and emotional development and in promoting values and attitudes of responsible citizenship (UNESCO 2004: 17).

We analyze both enrolment metrics and school life-expectancy in the chapter *Access to Education in the Commonwealth* (starting on page 29). ECCE is analyzed starting on page 29, primary schooling is analyzed starting on page 36, and secondary schooling on page 44. We advise that this be read in conjunction with *Out-of-School Youth* (page 48).

Life Skills

EFA Goal 3 is also challenging to measure. King (2011: 1) pointed out that much of the focus of the 2010 EFA Global Monitoring Report under this heading (see UNESCO 2010, e.g. p.6) was about technical and vocational skills rather than life skills. This emphasis was carried through to the 2012 report (UNESCO 2012a). Indeed technical and vocational skills are important – and they can perhaps be measured more easily than life skills insofar as they emerge from formal institutions that parallel schools and universities. However, the goal itself is broader than technical and vocational skills.

With this in mind, the book omits Goal 3 from the report cards due to the lack of common, comparable, or widely collected statistical indicators. Even where such indicators do exist, it is difficult to use them in isolation for subjective judgment. Though nonformal educational opportunities should be expanded, sometimes nonformal programmes are provided at the expense of formal educational opportunities for the same population groups. As Nordtveit (2005: 398) observed, many nonformal education programmes are “poor education for poor citizens.” Thus while education systems can and should provide nonformal methods for outreach when appropriate, the conventional wisdom and message of the rest of the EFA discourse prioritizes the development and expansion of the formal school system. We analyze these issues in the *Quality and Equity* chapter, specifically in the *Youth Unemployment* (page 54) subsection.

Gender Equity

Another report card indicator is the Gender Parity Index, which is calculated by dividing female enrolment by male enrolment. This creates a number such that gender equality equals one, and falling above or below one represents under-enrolment by either gender. Conventionally, this has been presented as a bar chart, which makes it look like higher numbers are better. This is because conventional wisdom has been that boys are almost always over-represented in education system to the detriment of girls, especially in lower income countries. But, like gross enrolment, higher numbers are not always better and signify problems after they pass the desired goal. In many countries, for example Seychelles and New Zealand, boys are not competing academically as well as girls. Thus, for better visual understanding, this book sets the X axis at one so that bars jut out on either left or right depending on which gender is over-represented. In regional country comparisons the Y axis is used. It should be noted, however, that distance from the X axis is not symmetrically unequal. This is more evident in severe inequality and is not much of an issue for most Commonwealth countries. As an example, 1.052 is as unequal for boys as 0.95 is for girls. Further out, though, 1.25 is as unequal for boys as 0.8 is for girls. We discuss gender equity in the *Quality and Equity* chapter, specifically the *Gender Equity* (page 56) subsection.

Individual Country Report Card Data

The great diversity of demographic, economic, and developmental differences in Commonwealth often makes cross-country comparison difficult. For this reason, data have been provided in the left-hand bar below flags on individual country report card pages. The data include population, birth rate, percentage of the school-aged population compared to the total population, GDP per capita, an inequality metric called a Gini

coefficient, and the HDI score and the level that it corresponds with. Most data was taken from UIS and the World Bank. Occasionally, Gini number were tracked down from other sources like the CIA World Factbook.

The Report Cards contain an extraordinary amount of data, more than a hundred units of data per country. We dealt with the double challenge of making them easy to quickly gauge while also being sufficiently nuanced. We share many of Lewin's (2008) concerns about what might be called the mono-metrification of internationally agreed goals. It is common that a single metric comes to represent the progress of a goal. Enrolment rates, specifically, have been very popular. This is due both because it is the easiest data to obtain and because it is deceptively simple. Everyone involved in education knows what 'enrolment' means even if they do not understand the distinctions between gross enrolment ratios and net enrolment rates.

In light of this, we provide three metrics per educational level to capture a broader assessment of performativity. The importance of providing at least three pieces of different data can be explained through the geometric analogy of triangulation. If one possesses only one antenna in one location, all that can be gleaned from the broadcast of a signal that it receives is its power and direction. Two antennas will offer a slightly better reading of where the signal came from and how powerful it was at the source but it not sufficient to provide coordinates. That requires three antennas, in three different locations, to form a triangle enclosing the signal.

The basic organizational framework of the Report Card is that the left hand pages covers educational development performativity metrics across four levels of education: pre-primary, primary, lower secondary, and upper secondary. Each educational level, in turn, has three metrics to provide a triangulated snapshot. Most data are color coded to provide a visual heuristic for quickly evaluating where this number is 'good' or 'bad', using a methodology described below.

First, numbers for major metrics are also accompanied by an arrow, showing whether the number is moving upwards or downwards. The arrows are constructed by looking at trends in our data set between 2008 and 2015. Second, major indicators on the left hand page are color coded. Green implies higher than average, red implies lower than average. The countries metric is contrasted against the global HDI Level average for the indicator. Solid green or solid red indicates that the given number for the metric in focus is at least one standard deviation different, either on the high end or the low end. The darker the font color, the more 'average' it is. To reiterate, these do not reflect average performativity within the Commonwealth but average performativity globally amongst developmentally-similar countries.

With pre-primary, otherwise known as early childhood care and education (ECCE), Net Enrolment Rate, Percentage Of New Entrants To Primary Education With Ecce Experience, and School Life Expectancy are used for triangulation. Neither out-of-school numbers nor adjusted net enrolment rates are available for pre-primary. The metrics chosen correspond well with both Dakar EFA Goal 1 and Muscat Target 1 both address the pre-primary sector, EFA Goal 1 called merely for an expansion of ECCE, while Muscat asks that:

By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and

compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

For primary, we use Adjusted Net Enrolment Rates, School Life Expectancy, and the percentage change in the number of out-of-school children of this cohort. The latter metric is computed from UIS data, but is not itself a UIS metric. This metric was chosen and developed for the reason that absolute numbers of out-of-school youth have remained problematic despite rapidly rising enrolment rates. This is explored in the next chapter. This metric builds a relative metric from absolute data.

The purpose of these averages arose out of a problem endemic to internationally agreed goals: for the most part, richer countries ignore them because their numbers are already quite high. Where internationally agreed goals use a universalist logic and normative values, the approach used here was humorously referred to as ‘super-relativity’ during the early stages of this work.

A number that is dark green or red is statistically outside the boundaries of ‘average’. Red is below average, green is above average. Green is not always good, as some numbers, like unemployment rates, are better when they are lower and some – like the gender parity index, can be either good or bad depending on what the number is (1.0 is the ideal).

Status and Trends in the Commonwealth

3

Access to Education in the Commonwealth

Pre-Primary

EFA Goal 1 was concerned with early childhood care and education (ECCE). ISCED defines pre-primary education as Level 0. It notes that there is no duration criteria, “however, a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included” (ISCED 2011). ECCE “programmes target children below the age of entry into primary education (ISCED level 1). These programmes aim to develop cognitive, physical and socio-emotional skills necessary for participation in school and society.” Specifying the types of activities captured with their definition, they note:

Programmes classified at ISCED level 0 may be referred to in many ways, for example: early childhood education and development, play school, reception, pre-primary, pre-school or educación inicial. For programmes provided in crèches, daycare centres, nurseries or guarderías, it is important to ensure that they meet the ISCED level 0 classification criteria specified. For international comparability purposes, the term ‘early childhood education’ is used to label ISCED level 0.

Adjusted Net Enrolment Rates do not exist at this level, so the best metrics available for ECCE access are Net Enrolment Rates (NERs). EFA Goal 1 appears to have been accomplished in the Commonwealth because it has expanded in almost every category (see Chart 1 on page 31). With the exception of the Pacific, pre-primary enrolment expanded across every region and HDI-Level in the Commonwealth. The largest growth and preprimary enrolment was in sub-Saharan Africa where the average moved from 23% to 41% between 2000 and 2015, a growth of 75%. This is mitigated by a large standard deviation of 33%. Asia also witnessed large growth, 41%, moving from 41% to 58%. The Caribbean and Advanced Economies saw smaller growth, at 16% in 21% respectively, though they arrived to very different levels: 44% and 81%, respectively. Enrolment appears to have gone down 9% in the Pacific from 48% to 44%. However, this change is very small compared to the 2015 standard deviation of 24 in the Caribbean.

Generally, those countries that had been providing the least ECCE saw the greatest proportional expansion. By human development level, Low HDI countries witness substantial growth of 64%, moving from 17% to 28% between 2000 and 2015. Medium HDI countries grew from 32% to 44%, 39%, while High HDI countries grew from 54% to 71%, or 31%. Very High HDI countries grew from 70% to 78%, the smallest growth of the HDI levels (12%). ECCE enrolment seems especially susceptible to wide variation

in data, with standard deviations often being larger than the recorded growth. It is also worth taking into consideration that sufficient data for historical reconstruction exist for only 38 out of the 53 Commonwealth Countries.

The momentum of the past years may not be sustained. Assuming patterns in lowest secondary enrolment persist, however, what might be expected in 2020? In Asia we would see an NER of 61%, the Caribbean 69%, the Advanced Economies 85%, the Pacific 42%, and Sub-Saharan Africa 43%. By Human Development Level, it would be Very High reaching 81%, High 74%, Medium 46%, and Low 29%.

The post-2015 agenda places an emphasis not just on enrolment rates but also on the number of students who have completed at least one year of ECCE. Detailed cross-national data on this metric are not yet available. Instead, statisticians commonly refer to (pre-)school life expectancy (SLE). This metric indicates the average duration of education at that level for those who enrol. The numbers show a modest improvement since 2000.

For the most part, Commonwealth children to enter ECCE are staying there longer than they were in 2000. Pacific school life expectancy (SLE) in ECCE grew 36% percent from 1.3 to 1.8 years (see Chart 2 on page 31). This change, however, is much smaller than the standard deviation of 1.2. Asia and Africa both grew by 23%, to 1.6 and 1 respectively. Lower growth was found in the Caribbean and Advanced Economies, 14% and 19%, which had an estimated 2015 SLE of 1.7 and 1.9. With the exception of Africa, all Commonwealth regions have an average SLE of between 1.6 and 1.9. There is also wide variation within regional averages, with standard deviations ranging from .7 to 1.2

By human development level, Medium HDI countries grew the most (63%), moving from 1 to 1.6 between 2000 and 2015. This is again caveated by the fact the standard deviation is higher than this growth (1.0). As with the regional clusters, Very High, High, and Medium cluster near each other from between 1.6 to 1.9. Low HDI countries prove the exception, .8, and have the lowest growth between 2000 and 2015 (6%).

Internationally comparable data on inequality and quality within pre-primary education are scarce. One way to address this gap would be to include more sub-national NER and school life expectancy numbers that are marked by region, income level, and rural/urban distinctions. FHI360's Education Data and Policy Center has a remarkable amount of useful data that are employed in the report cards. However, comparability is an issue because data are collected on different age groups in different countries. To address the issue of data on educational quality, the Brookings Institute and UIS Learning Metrics Task Force (LMTF) proposed the following indicators across seven domains to measure quality in ECCE. They have acknowledged that the number of subdomains are too large for an international framework.

Chart 1: Pre-Primary Net Enrolment Rate (NER) Averages By Commonwealth Region (2000-2015)

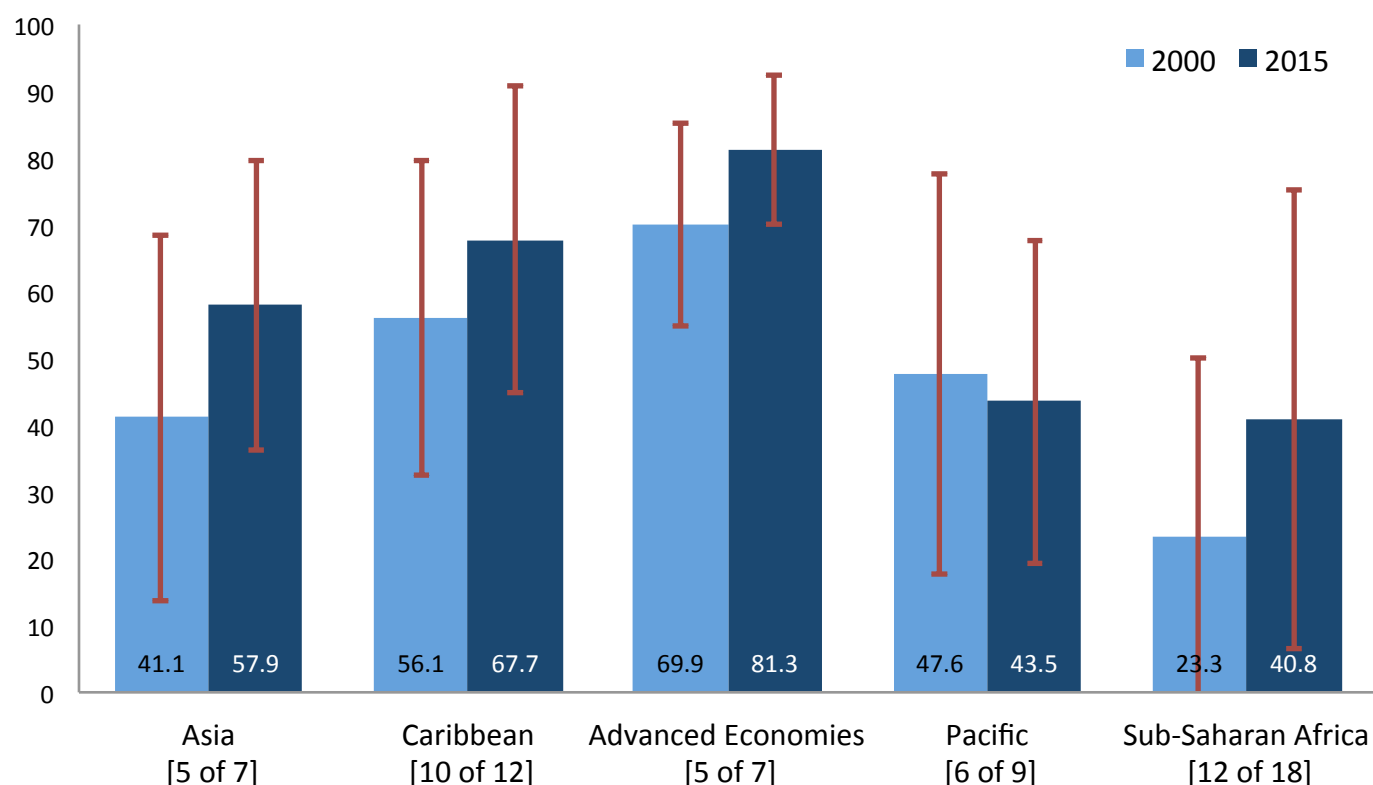


Chart 2: Pre-Primary School Life Expectancy (SLE) Averages By Commonwealth Region (2000-2015)

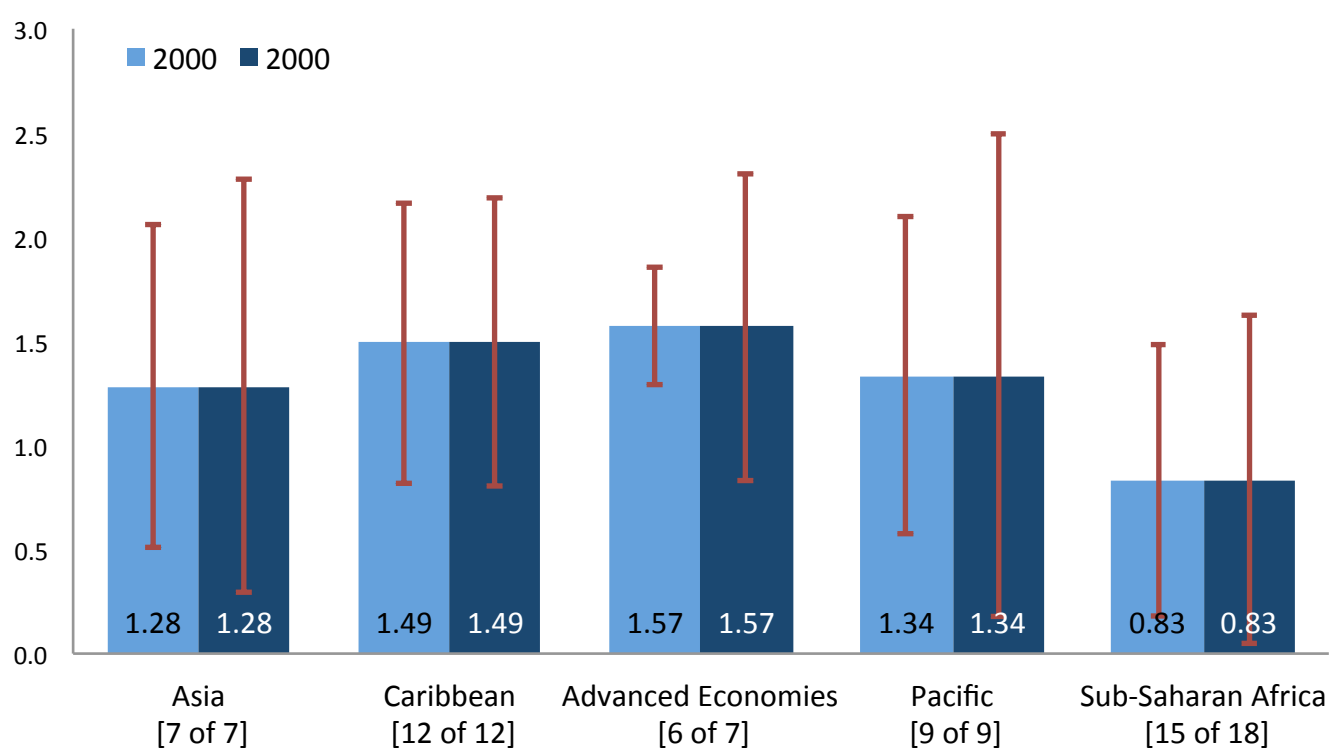


Chart 3: Pre-Primary School Life Expectancy (SLE) Averages By Commonwealth Region (2000-2015)

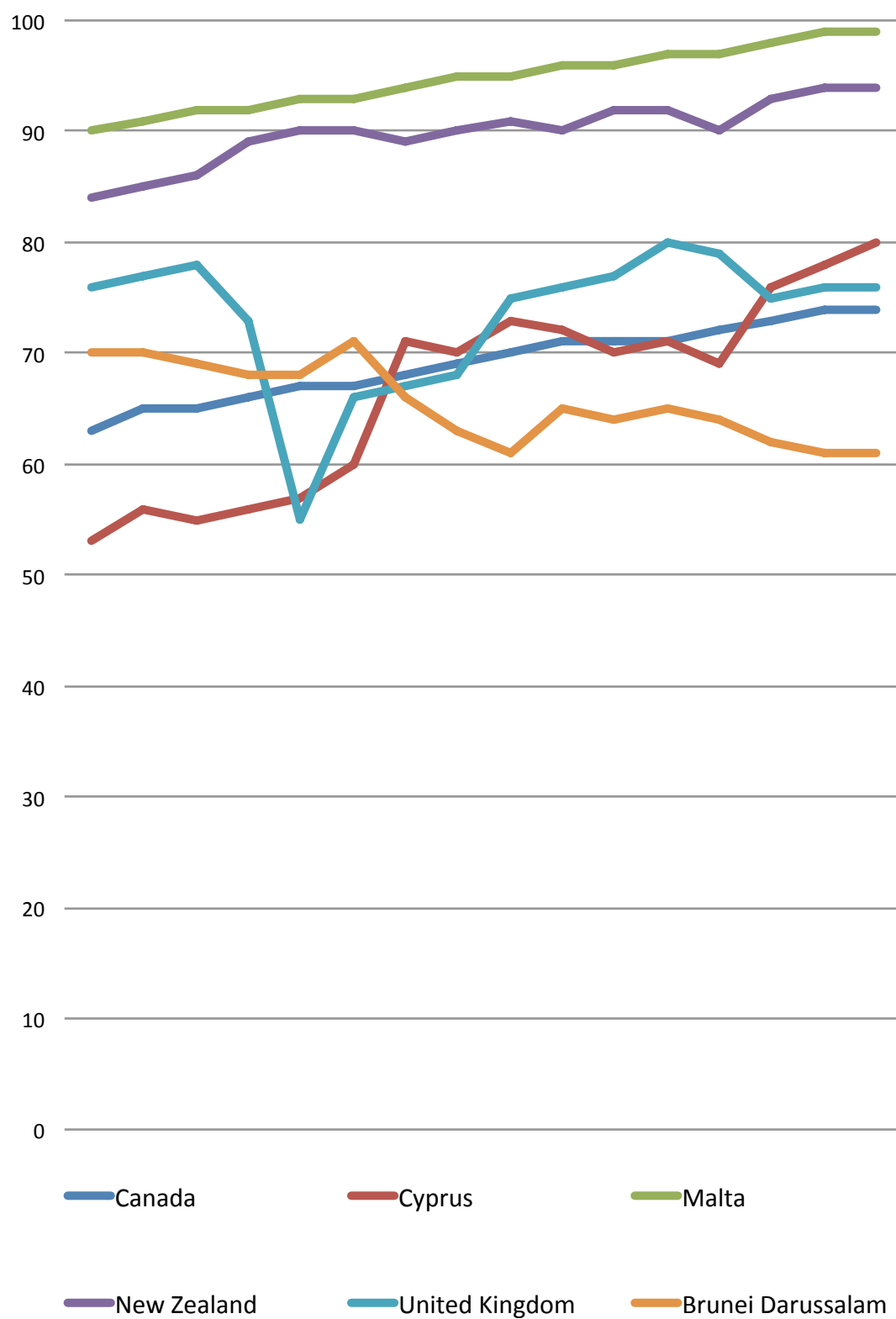


Chart 4: Pre-Primary School Life Expectancy (SLE) Averages By Commonwealth Region (2000-2015)

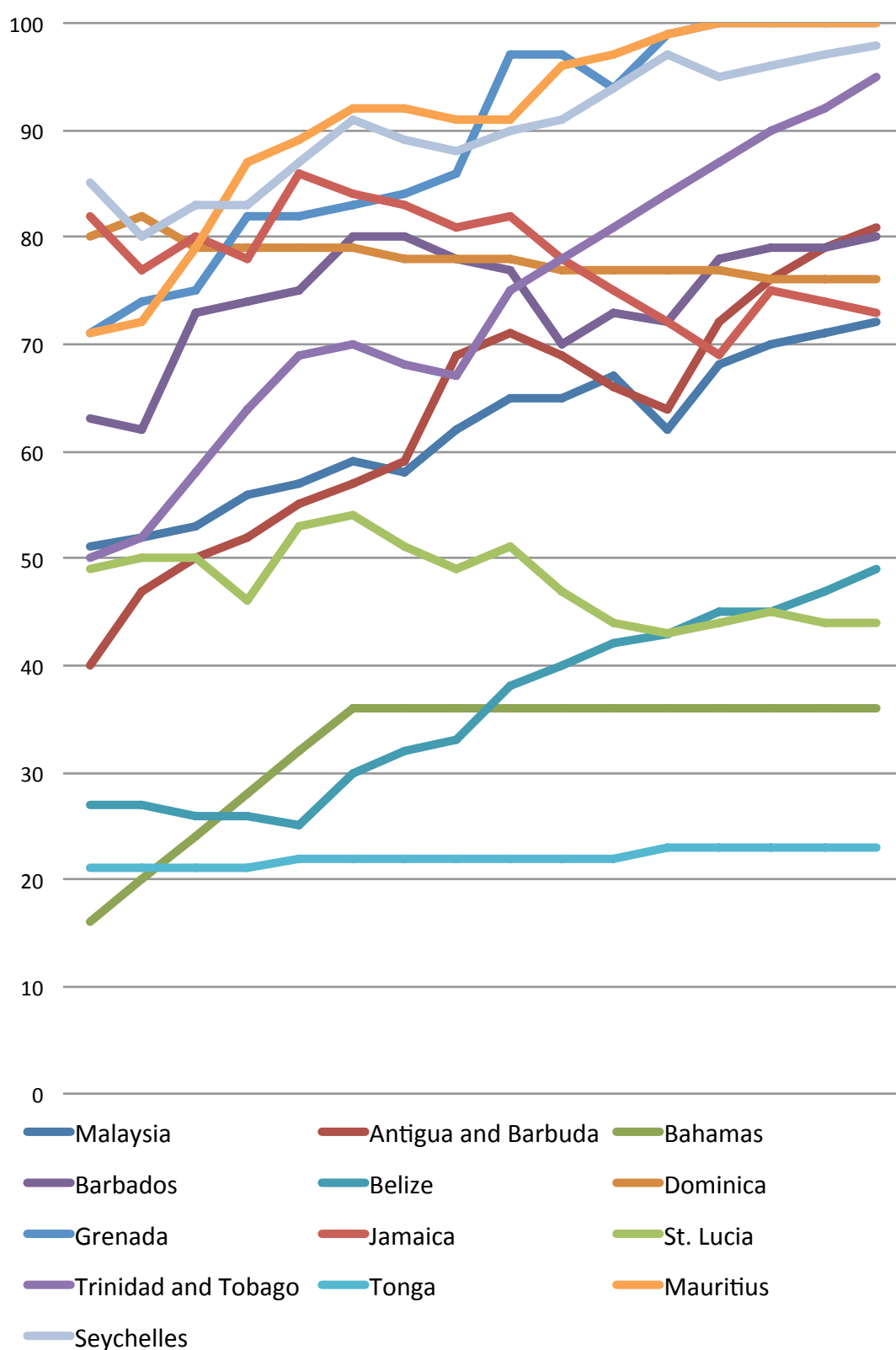


Chart 5: Pre-Primary Net Enrolment Rates (NER) in Medium HDI Level Commonwealth Countries (2000-2015)

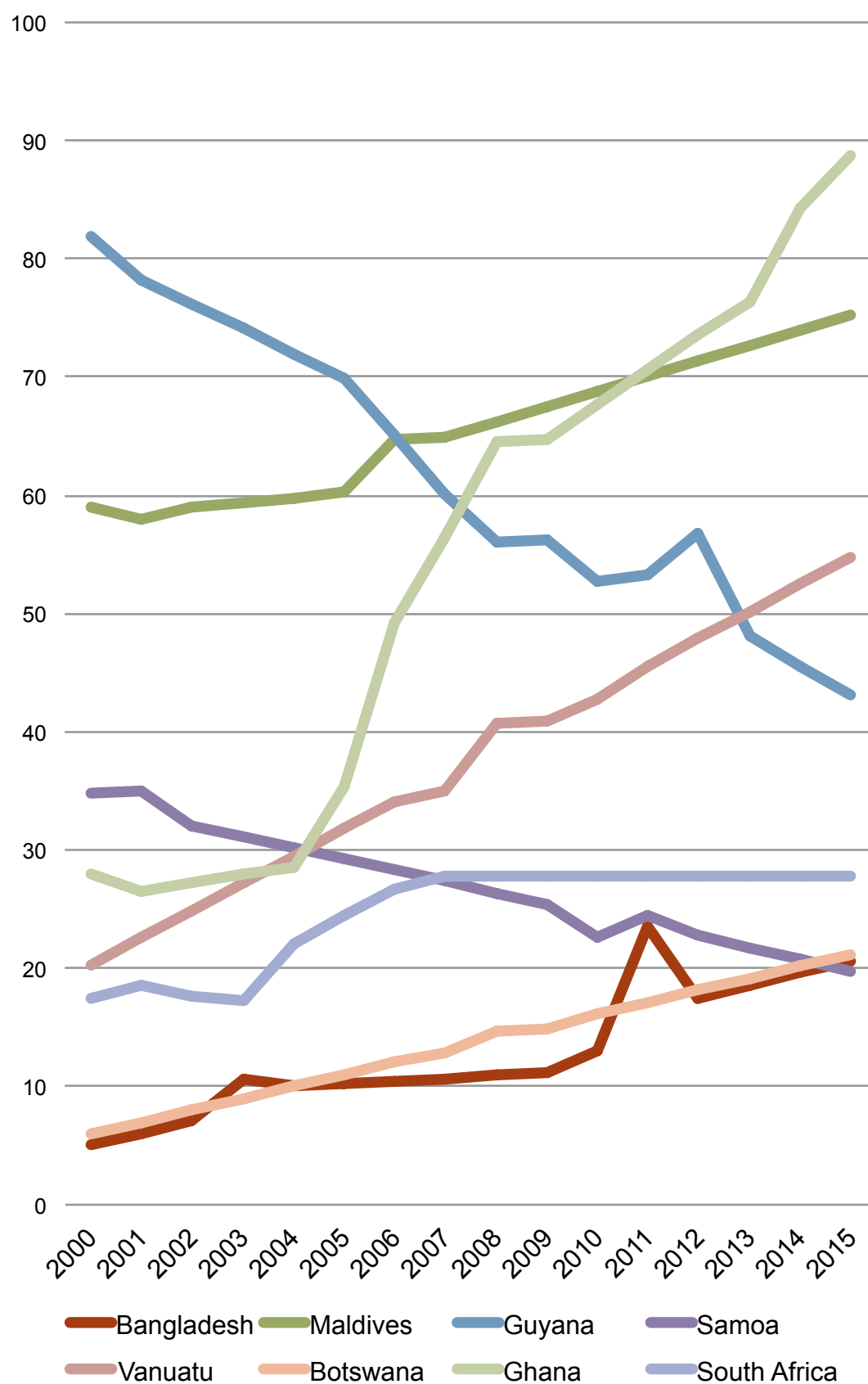
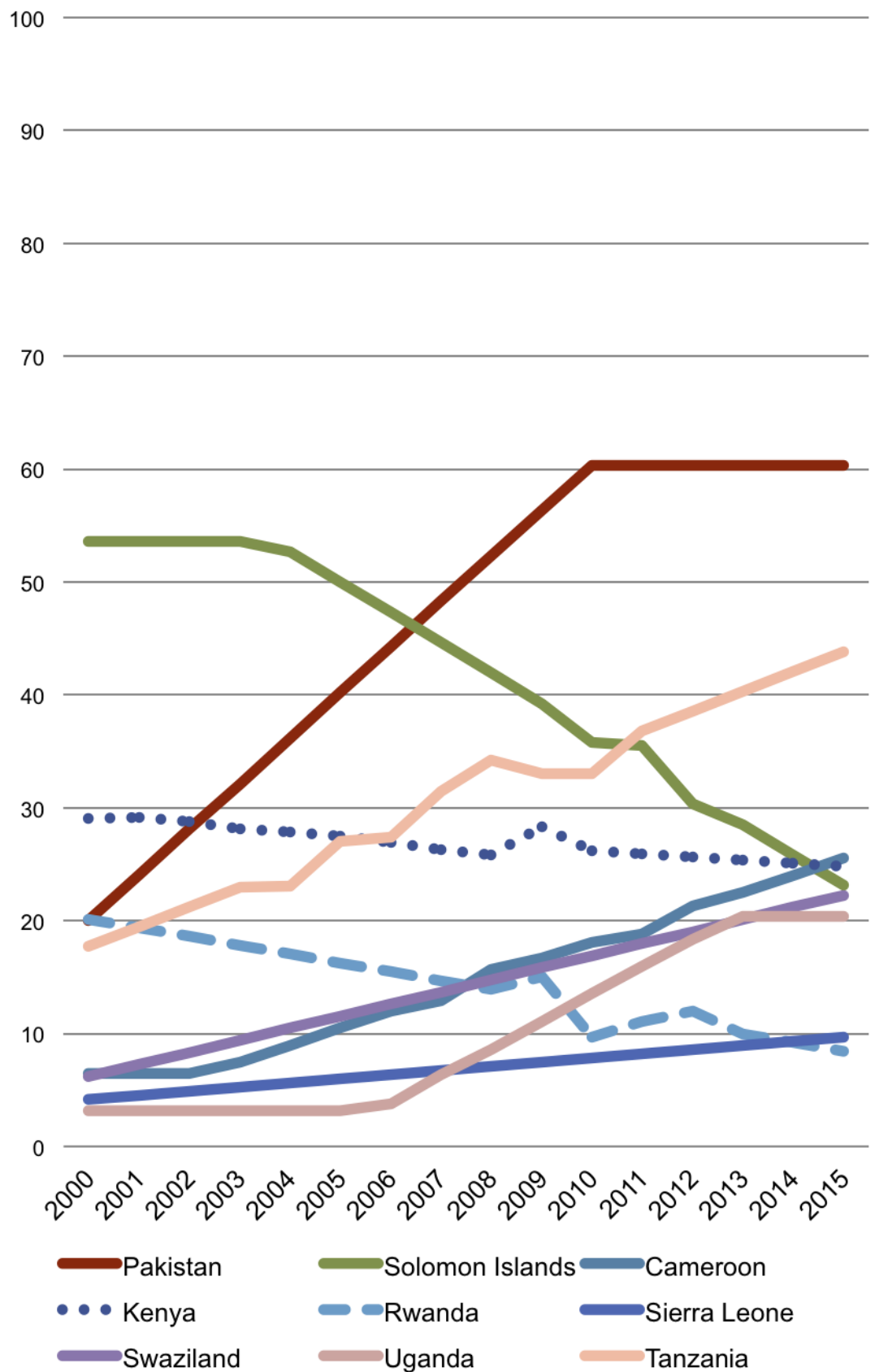


Chart 6: Pre-Primary Net Enrolment Rates (NER) in Low HDI Level Commonwealth Countries (2000-2015)



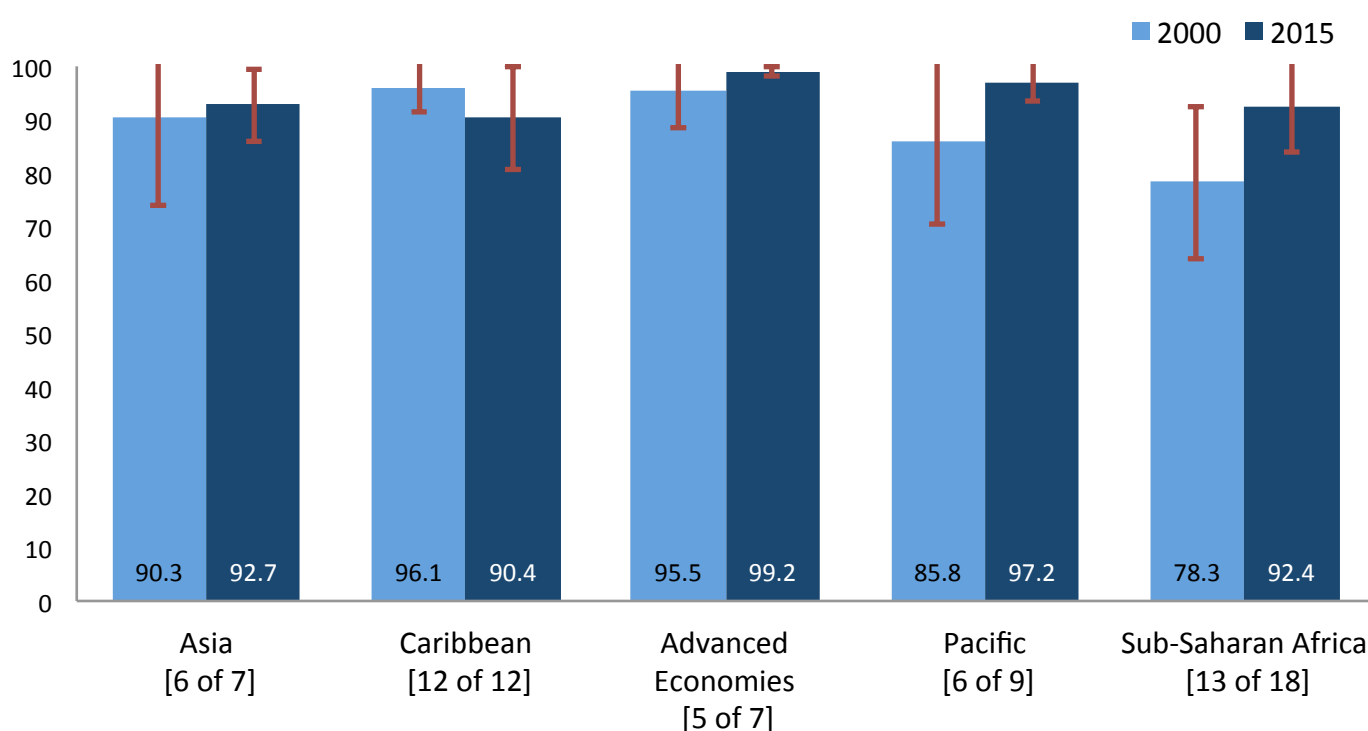
Primary

EFA Goal 2 and MDG Goal 2 aimed at universalization of primary education. UNESCO typically measures progress through Adjusted Net Enrolment Rates (ANERs). Primary is defined here as ISCED Level 1. They are programmes “typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education” (ISCED, 2011). Primary schooling “usually begins at age 5, 6 or 7, and has a typical duration of six years.” ISCED Level 1 can go by many names, including “primary education, elementary education or basic education (stage 1 or lower grades if an education system has one programme that spans ISCED levels 1 and 2).”

Universalization might have always been too high of a goal to realistically expect, especially if we interpret it as achieving enrolment and completion rates of 100. Setting the bar a little bit lower, every Commonwealth regional and HDI grouping has a 2015 average that is higher than 90. This was not the case when the Dakar EFA Goals were launched in 2000, where we estimate that Low HDI countries had an average ANER of 70%, Medium HDI 88%, Sub-Saharan Africa 78%, and 86% in the Pacific (see Chart 7 on page 36). Compared to other metrics, growth also seems modest. Sub-Saharan Africa ANER grew by 18%, the Pacific by 13%, and Asia by 3%. This is offset somewhat by the demographic changes discussed in the following section. Standard deviations are also be high: 9.7 in the Caribbean, 8.3 in Sub-Saharan Africa, and 6.8 in Asia.

As we reported in the 2012 edition of this report (Menefee & Bray, 2012), movements lower down the ladder are easier than movements higher up. Most groupings have ANER averages of between 90 and 94. Only Advanced Economies, Very High HDI, and

Chart 7: Primary Adjusted Net Enrolment Rate (ANER) Averages By Commonwealth Region



level - and they do so by several points, starting at 97 in the Pacific. The Pacific is clearly an outlier, but the growth seems real. Even accounting for the 3.7 standard deviation, the average is large.

The more significant outlier is the Caribbean, where our data indicate that enrolment has fallen from 96 to 90.4. This is witnessed to by variation increasing, as the standard deviation of scores has grown from 4.6 to 9.7. This trend is also borne out in High HDI countries, where the average has dropped from 95.9 to 93.8. As with the Caribbean cluster, the standard deviation has risen from 4 to 6.5. The pattern is largely explained by most countries having increased their enrolments, while a few have fallen. Antigua and Barbuda, Jamaica, St. Lucia, and Guyana typify this pattern of falling enrolments.

Were recent trends to persist, however, Asia would reach a primary ANER of 93% in 2020, the Caribbean 88%, Sub-Saharan Africa 94%, and the Advanced Economies and the Pacific would be virtually universalized. By Human Development Level, we see 93% in High HDI, 91% in Medium HDI, and 94% in Low HDI countries.

Encouragingly, momentum in primary school-life expectancy closely matches the growth in enrolments. SLE increased from 6.5 to 7.5 years in Sub-Saharan Africa, and 6 to 6.8 the Pacific (see Chart 8 on page 37). By HDI Level, Low HDI countries had their average move 28% from 6 to 7.6. The standard deviation for Low HDI 2015 metrics is 1.3, indicating varied but sound growth. Unfortunately, weaker enrolment growth was also met with weaker SLE growth or stagnation in the Advanced Economies (4%) and Asia (-0.2%). SLE was also down 4% in the Caribbean, from 7.1 to 6.5, and by 4% in High HDI countries (6.8 to 6.5). It should be noted that this might instead be interpreted as stagnation, as the changes are within the standard deviation for 2015.

Chart 8: Primary School Life Expectancy (SLE) By Commonwealth Region

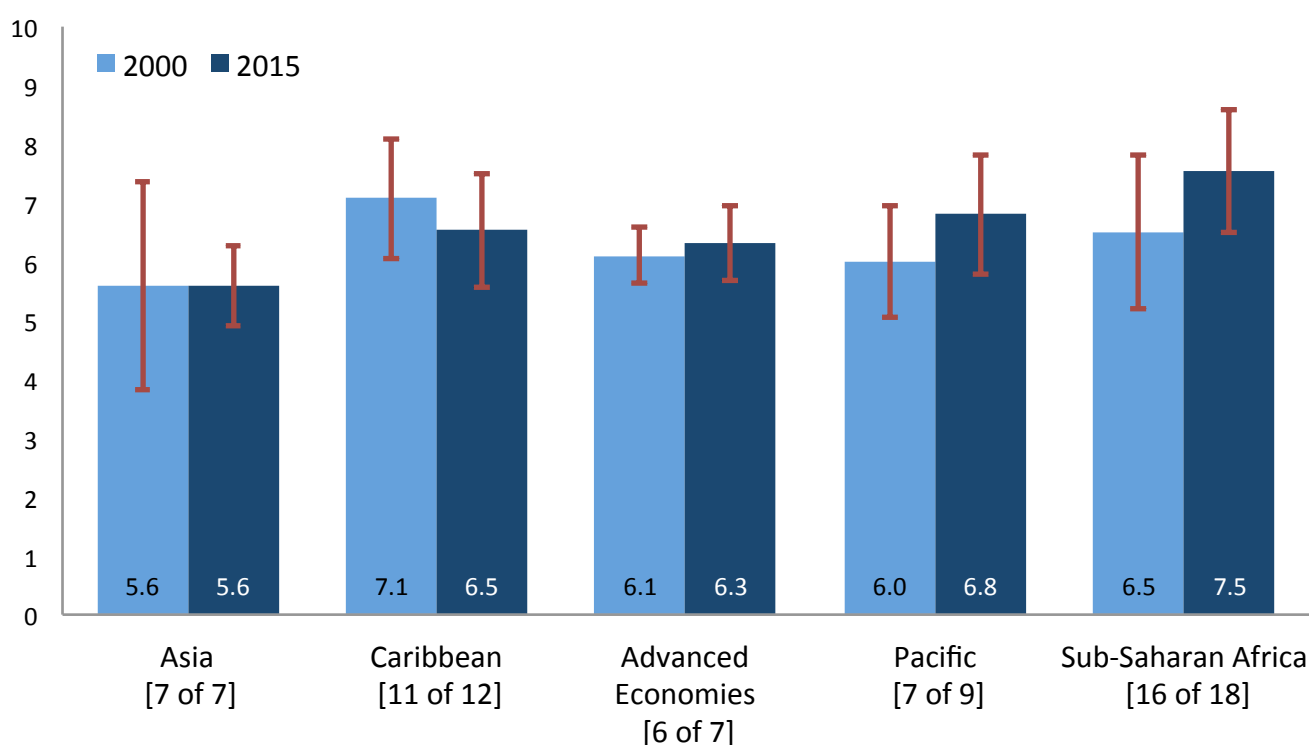


Chart 9: Primary Net Enrolment Rates (NER) in Very High HDI Level Commonwealth Countries (2000-2015)

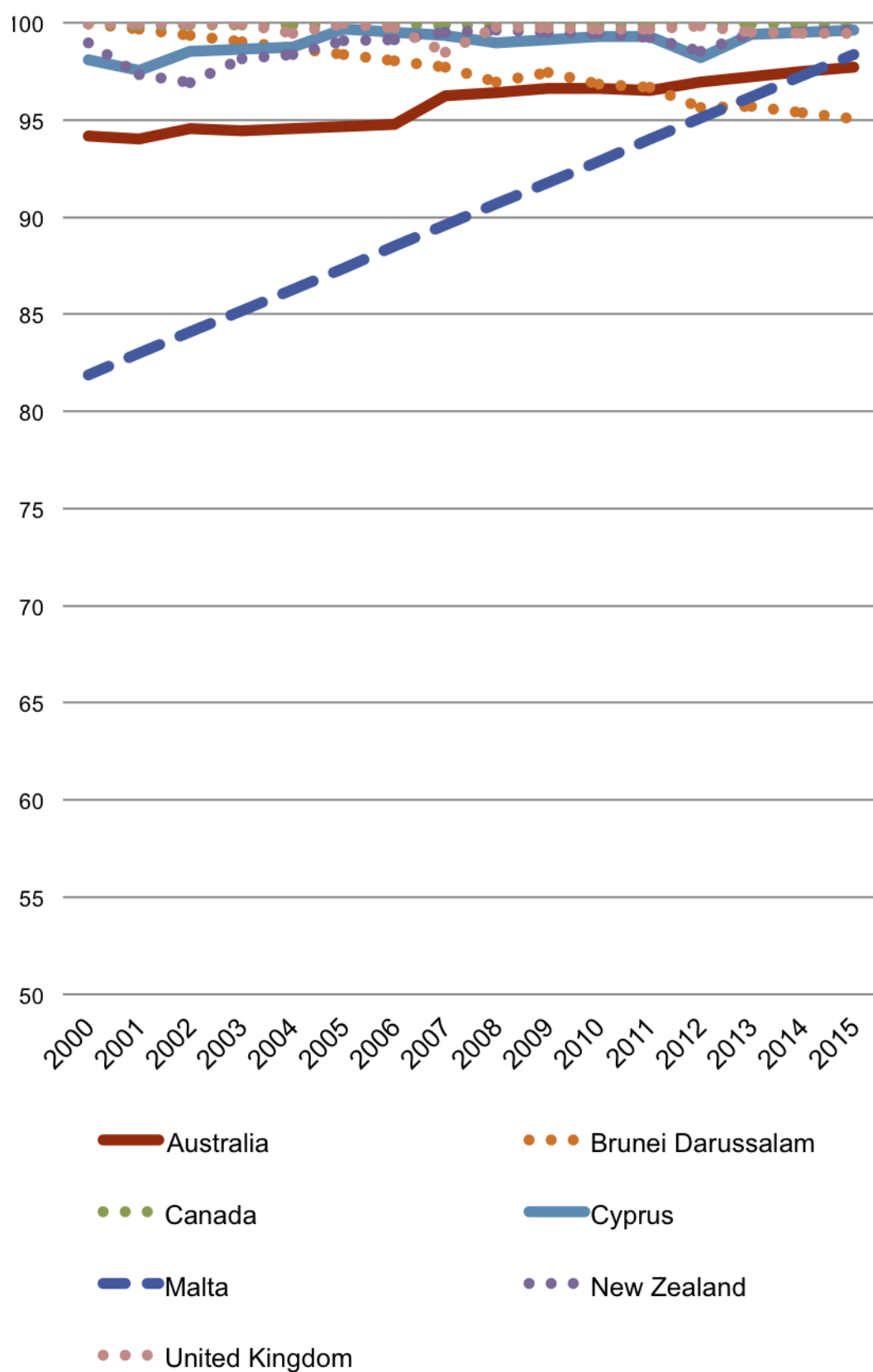


Chart 10: Primary Net Enrolment Rates (NER) in High HDI Level Commonwealth Countries (2000-2015)

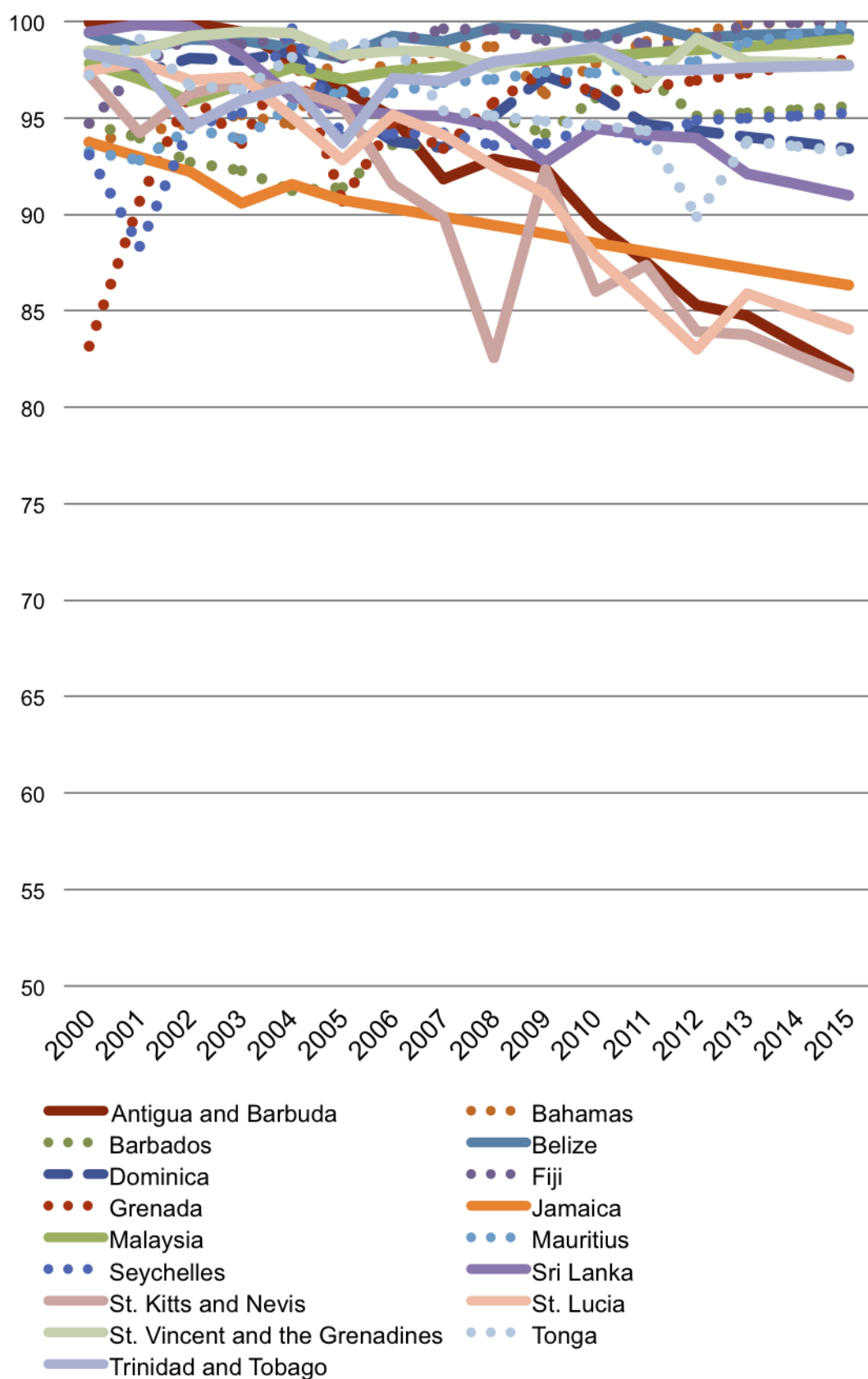


Chart 11: Primary Net Enrolment Rates (NER) in Medium HDI Level Commonwealth Countries (2000-2015)

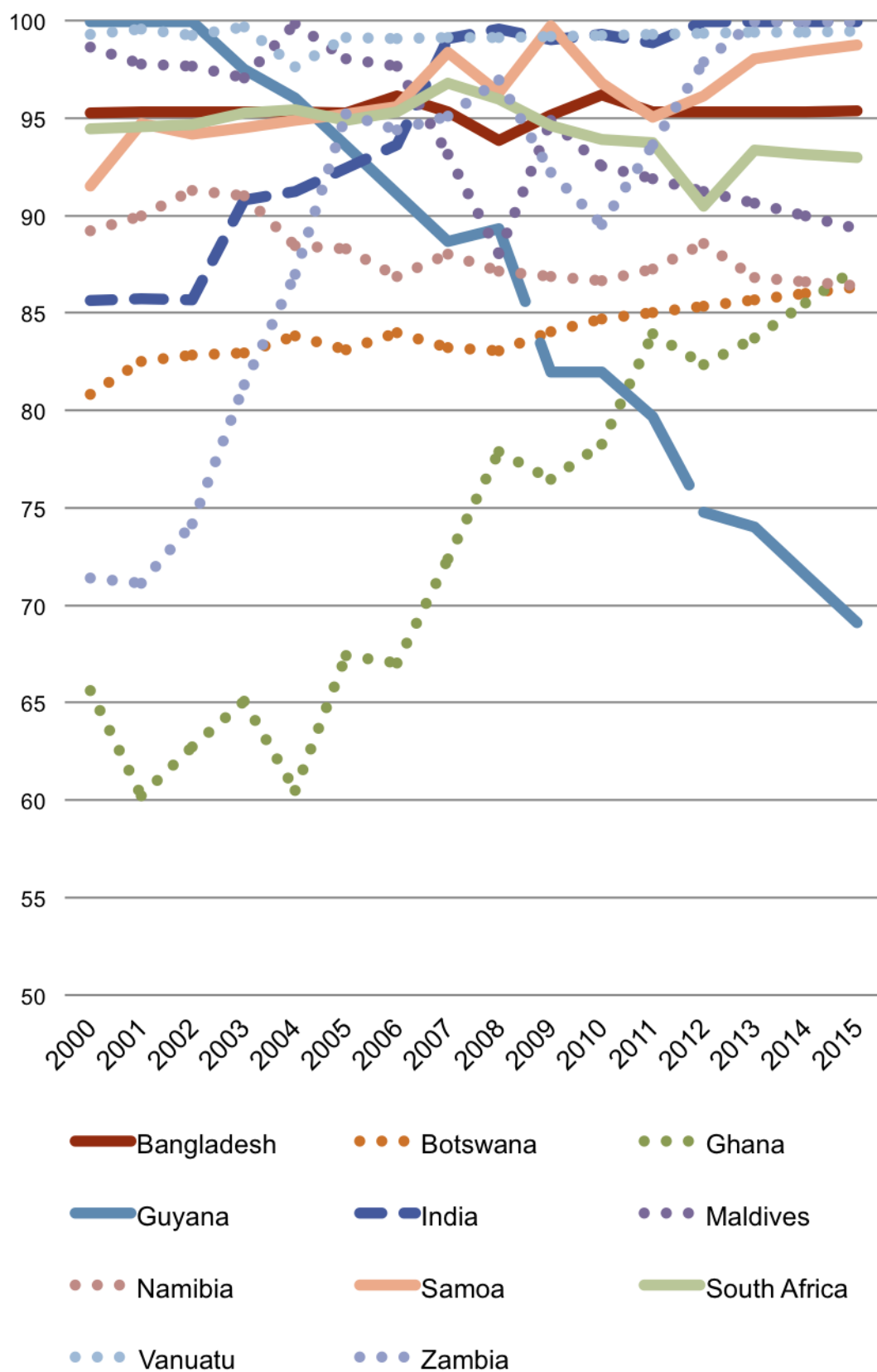
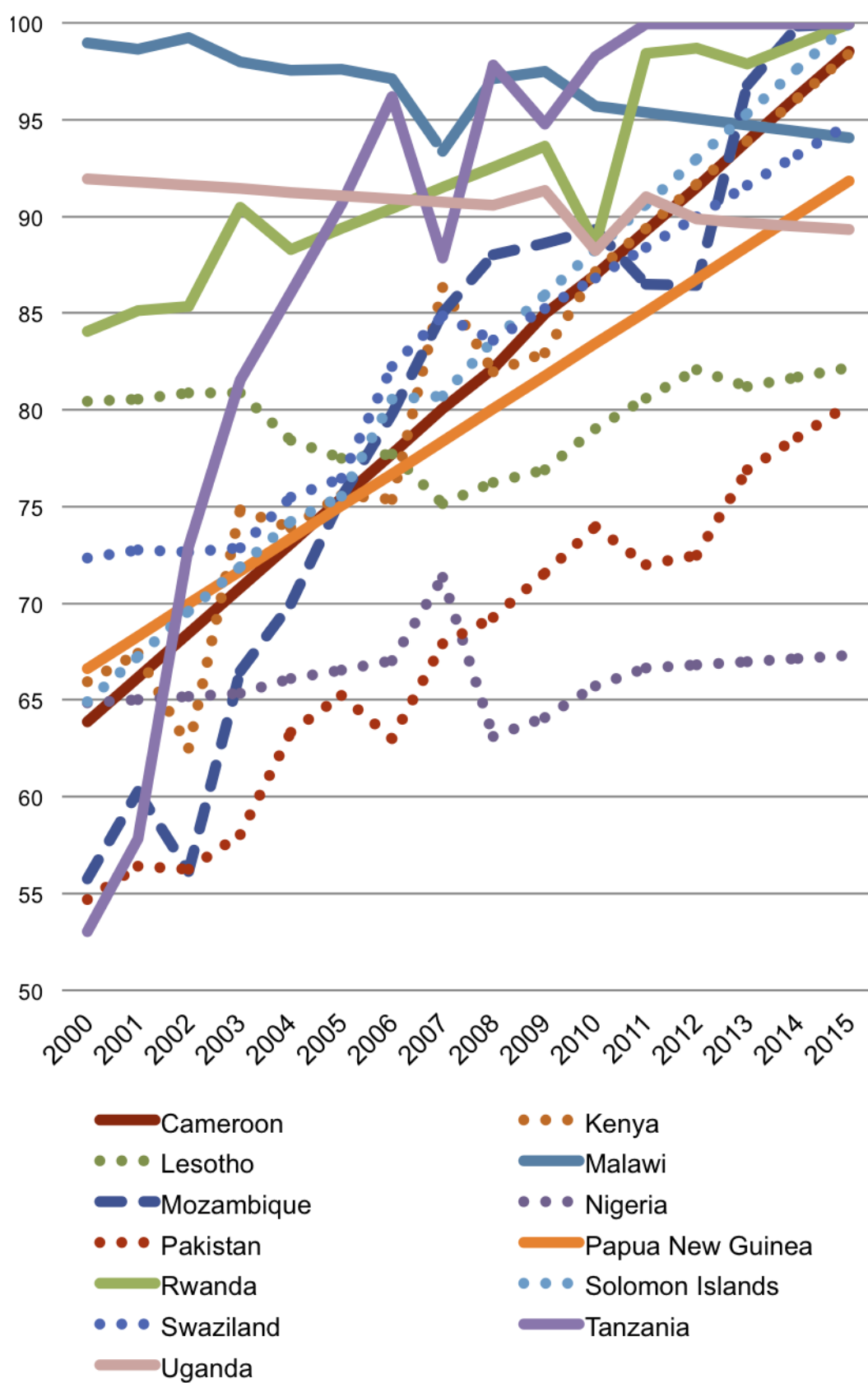


Chart 12: Primary Net Enrolment Rates (NER) in Low HDI Level Commonwealth Countries (2000-2015)



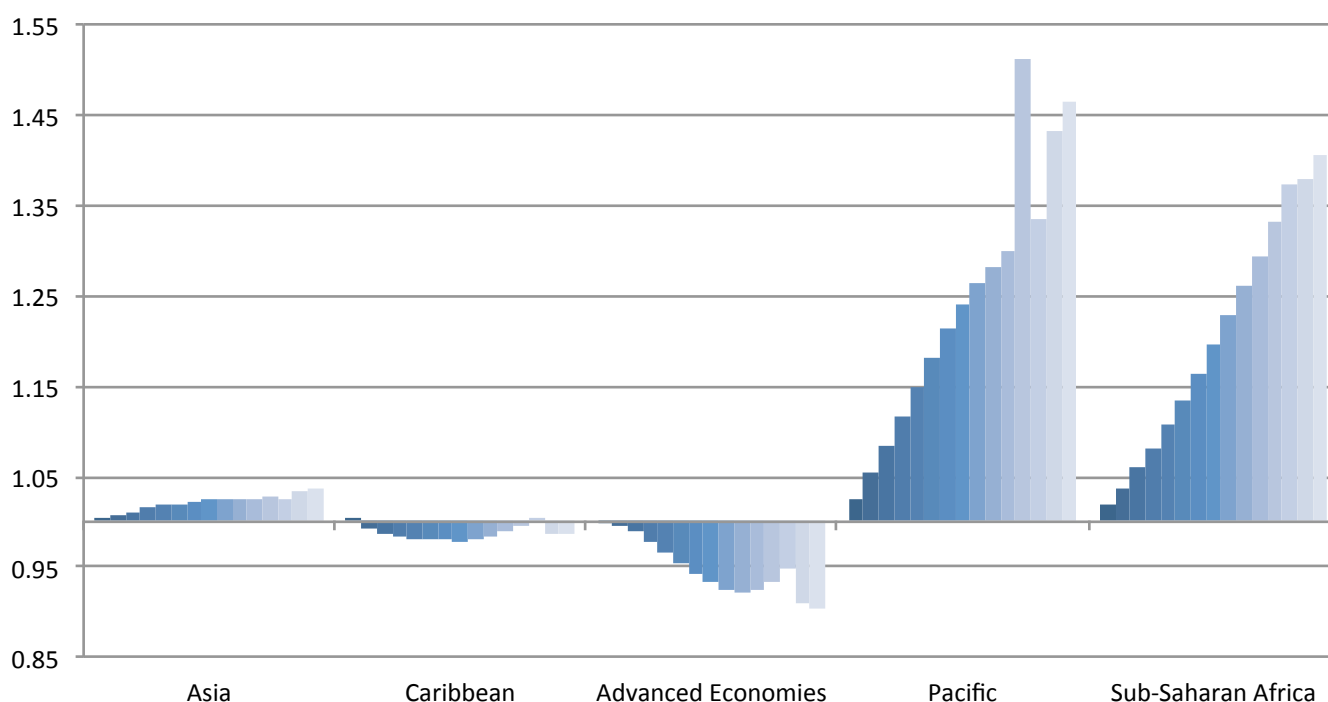
Demographics

The Commonwealth primary-aged student population grew from 240 million in 2000 to 259 million in 2015. It should first be acknowledged that there are very substantial differences in the number of school-aged children in different parts of the Commonwealth (see Chart 14 on page 43). These numbers are also in motion, though. While Caribbean and Advanced Economy primary-aged student populations shrunk, Pacific and Sub-Saharan African populations exploded by 46% and 40% respectively (see *Chart 13: Percentage Difference Compared To 2000 Primary-School Aged Population, moving 2001-2015 from left to right* (page 42) for a different way of looking at it). Sub-Saharan African Commonwealth countries in 2015 had an estimated 24 million more children than they had in 2000 (rising from 60 million to 83.7 million). This trend is primarily regional, though there is an HDI Level perspective: High and Medium HDI level Commonwealth countries had primary-aged child populations that grew by around 5% over those 15 years. Numbers of primary-aged children in Low HDI level Commonwealth countries grew by 33%. In 2015 Low HDI level Commonwealth countries had 23 million more primary-aged children than had in 2000.

India, in many ways, is the big story of EFA's success and ambiguities. India begins and ends the EFA era accounting for approximately half of all primary-aged children in the Commonwealth. In raw numbers, India has 124 million of the total 259 million children in this cohort in 2015. There are 26 million fewer out of school children in the Commonwealth in 2015, and India accounts for two-thirds of this reduction. However, these figures need to be treated with caution because of changes in the ways that the statistics are calculated. UNESCO (2014) notes that:

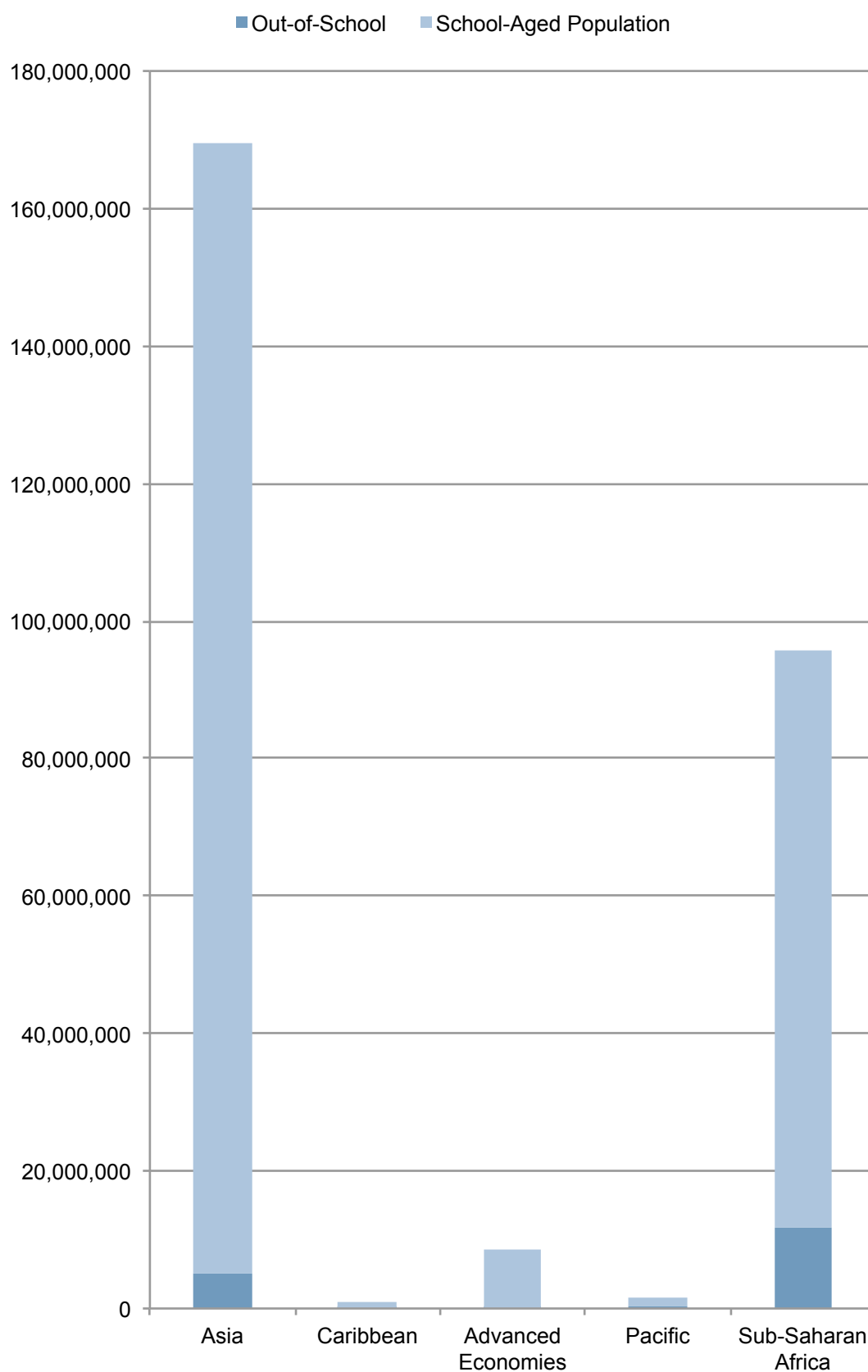
Access to schooling is less of a barrier to school participation at present. Distance has ceased to be a major reason even for dropping out, although it is still fairly important for rural females, particularly among older age groups. Access continues to be a barrier

Chart 13: Percentage Difference Compared To 2000 Primary-School Aged Population, moving 2001-2015 from left to right



for some other groups of children such as children of migrant families, children from tribal communities who live in isolated and hilly terrain, street children, children with disabilities and children in areas affected by civil strife.

Chart 14: 2015 Estimates of Primary School-Aged Population versus Primary School-Aged Out-Of-School Youth



Secondary

Technically, lower secondary education is classified as ISCED Level 2. The ISCED Manual states that “ISCED level 2 ends 8-11 years of education after the beginning of ISCED level 1”. Lower secondary can last for two to five years, but most commonly it lasts for three years. It is preceded by ISCED Level 1, which can last between four and seven years but most commonly lasts for six years. Thus lower secondary could span just the 5th through 7th years of schooling at the low end, or 8th through 13th years at the high end, but usually spans the 7th through 10th years.

Sub-Saharan Africa’s Lower Secondary Adjusted Net Enrolment (ANER) growth was the highest, moving from an average of 34% to 48%, a growth rate of 41%. This is complicated by a very large standard deviation in 2015 of 29 (see Chart 16 on page 45). Also, only 13 of 18 countries have sufficient data. One can still say that for a statistically ‘average’ Sub-Saharan African Commonwealth country, half of students now have access to secondary education where only a third of them did in 2000. Asia also saw very large increases, by a factor of 23%, moving from 62% to 76%. Asia’s 2015 standard deviation of 29 shows even wider variance than Africa, however. The Caribbean grew 9%, from 7 to 84, but the growth is still within the 2015 standard deviation of 13. Only seven of twelve Caribbean countries had data. The Pacific saw almost no change in the average, but the standard deviation shrunk from 30 to 24. The Advanced Economies moved from 92% to 93%.

The pattern is familiar by Human Development level. For Low HDI countries, the proportion has moved from one of five to one in three, growing by 49% from 19% to 29% (see Chart 13 on page 42). High variance followed this growth, with the standard deviation of scores being 11 in 2000 and 10 in 2015 and sufficient data only exist for nine of the fourteen countries. In Medium HDI countries, it has moved from half to two thirds, growing 25%, from 54% to 68%. The standard deviation here is the highest, 14 in 2015, but has shrunk from 22 in 2000. High HDI countries had more modest growth, 11%, moving from 78 to 87. The standard deviation was also high, at 12. Very High HDI countries saw very little growth, moving from 91% to 93%, but the standard deviations indicate variance within the group tightened (from 8 to 5).

The momentum of the past years may not be sustained. Assuming patterns in lower secondary enrolment persist, however, what might be expected in 2020? The Advanced Economies could be expected to reach 79%, Asia 84%, the Caribbean 66%, the Pacific 70%, and Sub-Saharan Africa 37%. By HDI Level, we could expect 30% for Low HDI countries, 72% for Medium, 87% for High, and 94% for the Very High HDI average.

Upper secondary schooling is classified as ISCED Level 3, which can last from two to five years. The common duration is three years. The ISCED Manual states that:

ISCED level 3 begins after 8-11 years of education since the beginning of ISCED level 1. Pupils enter this level typically between ages 14 and 16. ISCED level 3 programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around age 17 or 18), with 12 years being the most widespread cumulative duration. However, exit from upper secondary education may range across education systems from usually 11 to 13 years of education since the beginning of ISCED level 1.

Chart 15: Lower Secondary Adjusted Net Enrolment Rate (ANER) Trends By Human Development Level (2000-2015)

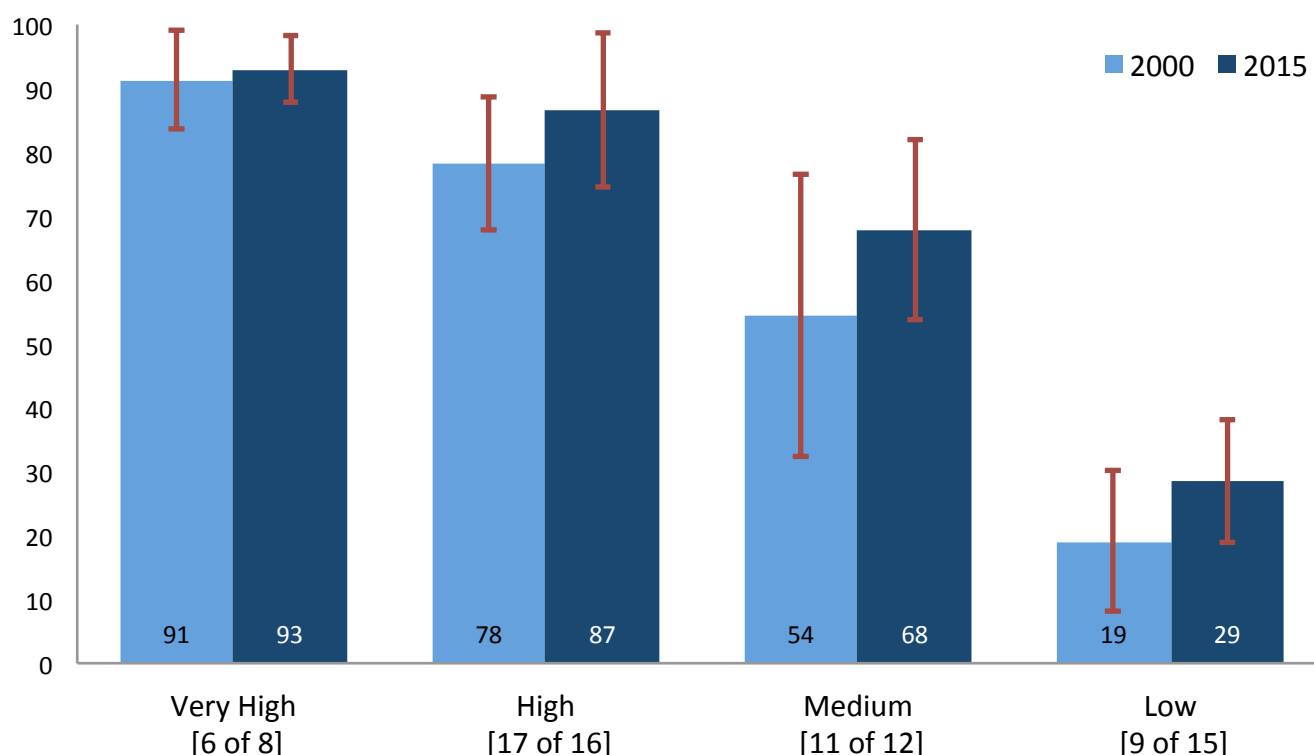
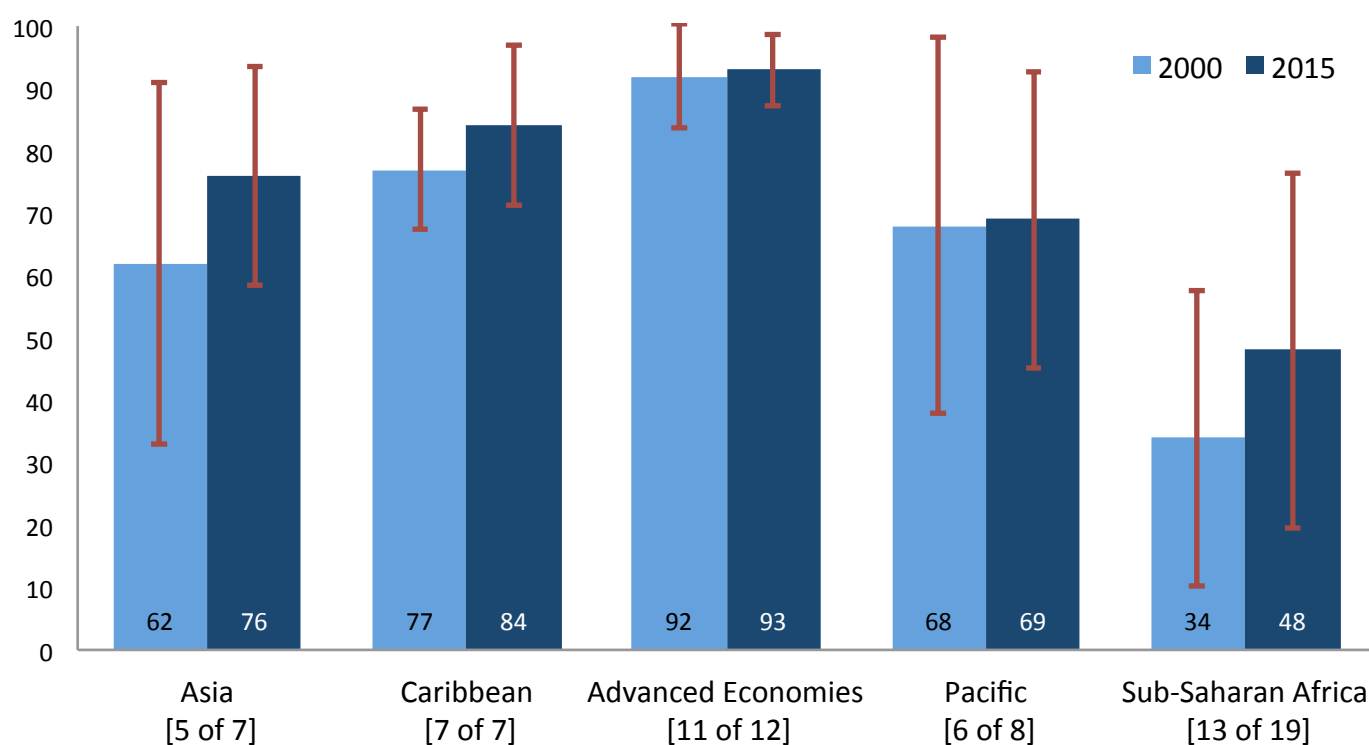


Chart 16: Lower Secondary Adjusted Net Enrolment Rate (ANER) Trends By Commonwealth Region (2000-2015)



Increased enrolment in upper secondary was not a target in the Dakar EFA Goals, and upper secondary enrolment is not compulsory in most Commonwealth countries. Many observers worry that upper secondary and tertiary education cost too much per pupil, and educate people who are relatively advantaged. The proposed Sustainable Development Goals nevertheless aim for universal completion of secondary education.

The largest growth in upper secondary enrolment during the period since 2000, of 61%, was in the Pacific, where the average NER moved from 45% in 2000 to an estimated 73% in 2015 (see Chart 17 on page 47). Asia and Africa also saw impressive growth in the same time period, moving from 45% to 67% and 41% to 59% respectively. Asia's lower secondary NER increased by 49% and Africa's by 45%. The Caribbean and Advanced Economies saw more modest growth, 18% and 13% respectively. The Caribbean average moved from 71% to 83%, and the Advanced Economies from 79% to 83%.

Enrolment patterns unfolded in familiar ways across development levels. Very High HDI countries saw modest growth, just 16%, moving from 78% to 91% between 2000 and 2015 (see Chart 18 on page 47). High HDI countries had similar growth but from a lower baseline, growing 20% from an ANER of 71% to 85%. The Medium HDI bracket saw the largest growth in the period, growing from 48% in 2000 to 67% in 2015. Low HDI impressively moved from 23% to 41%. Were trends to persist, we could expect by 2020 that Asia's upper secondary enrolment would reach 73%, the Caribbean 88%, the Advanced Economies 92%, the Pacific 83%, and Sub-Saharan Africa 65%. By Human Development Level, it would be Very High 94%, High 89%, Medium 76%, and Low 47%.

School-Life Expectancy (SLE) indicates how long students are expected to stay in a specific level of education. There is no separate measurement for upper secondary, so SLE measures the average time a student spends in secondary education. ISCED indicates that lower secondary and upper secondary are usually three years each, but that there can be significant differences between countries. An SLE of six years, then, is ideal in most education systems.

Lower Secondary SLE is highest in the Advanced Economies at 6.8 years, but as recently as 2005 the number was 7.2. Other regions were more than a year below that average. The Pacific had the second highest lower secondary SLE at 5.6, increasing 40% between 2000 and 2015. The strongest growth was in the Pacific and Africa, at 40% and 47% respectively. They grew to different levels, though, with Africa averaging 3.6 years (up from 2.4 years). The Caribbean performs well with a 2015 estimate of 5.3 years, but growth was a modest 14%.

Looked at through development levels, a familiar pattern emerges: Very High HDI countries grew by an average of only 2%, while Low HDI grew by 96%, nearly doubling their SLE. High and Medium HDI averages were spread between them, growing at 13% and 40% respectively. Very High HDI countries had an average 7, High HDI countries averaged 5.7, Medium HDI countries averaged 5, and low HDI countries averaged 2.8.

Chart 17: Upper Secondary Adjusted Net Enrolment Rate (ANER) Averages By Commonwealth Region (2000-2015)

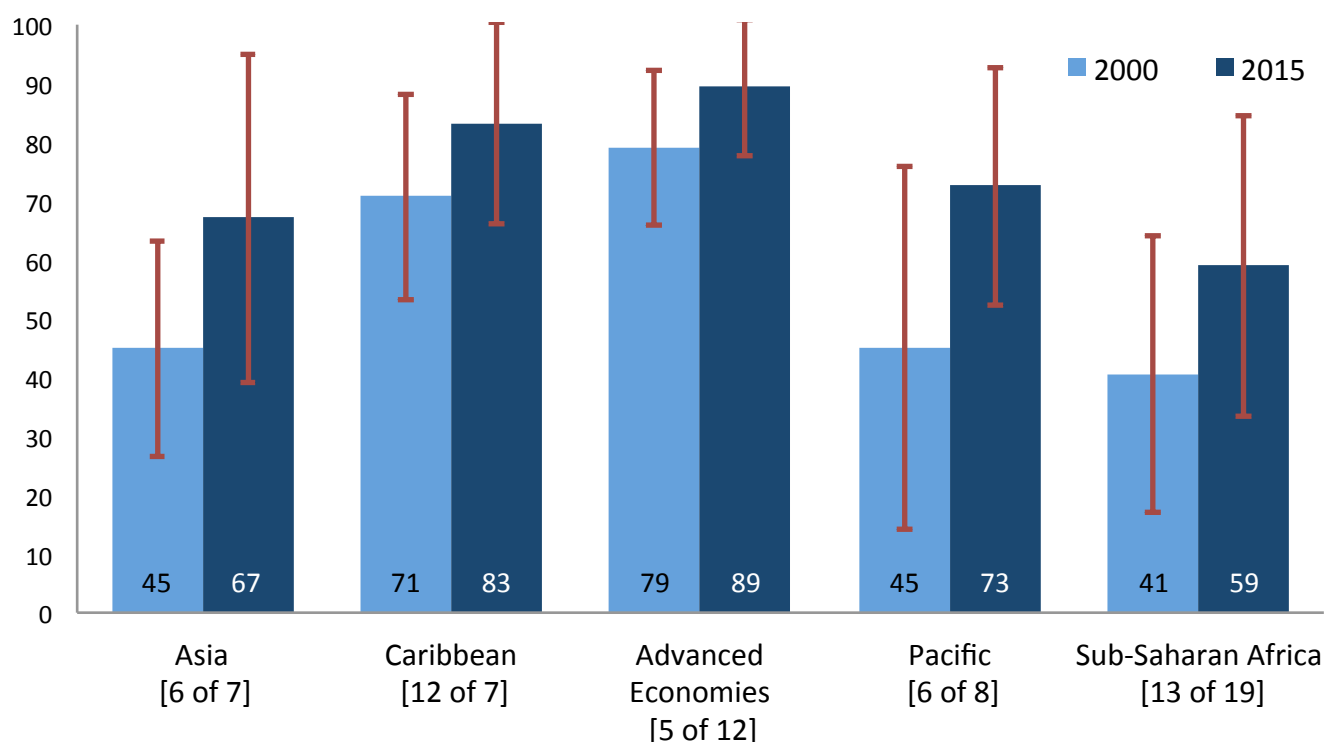
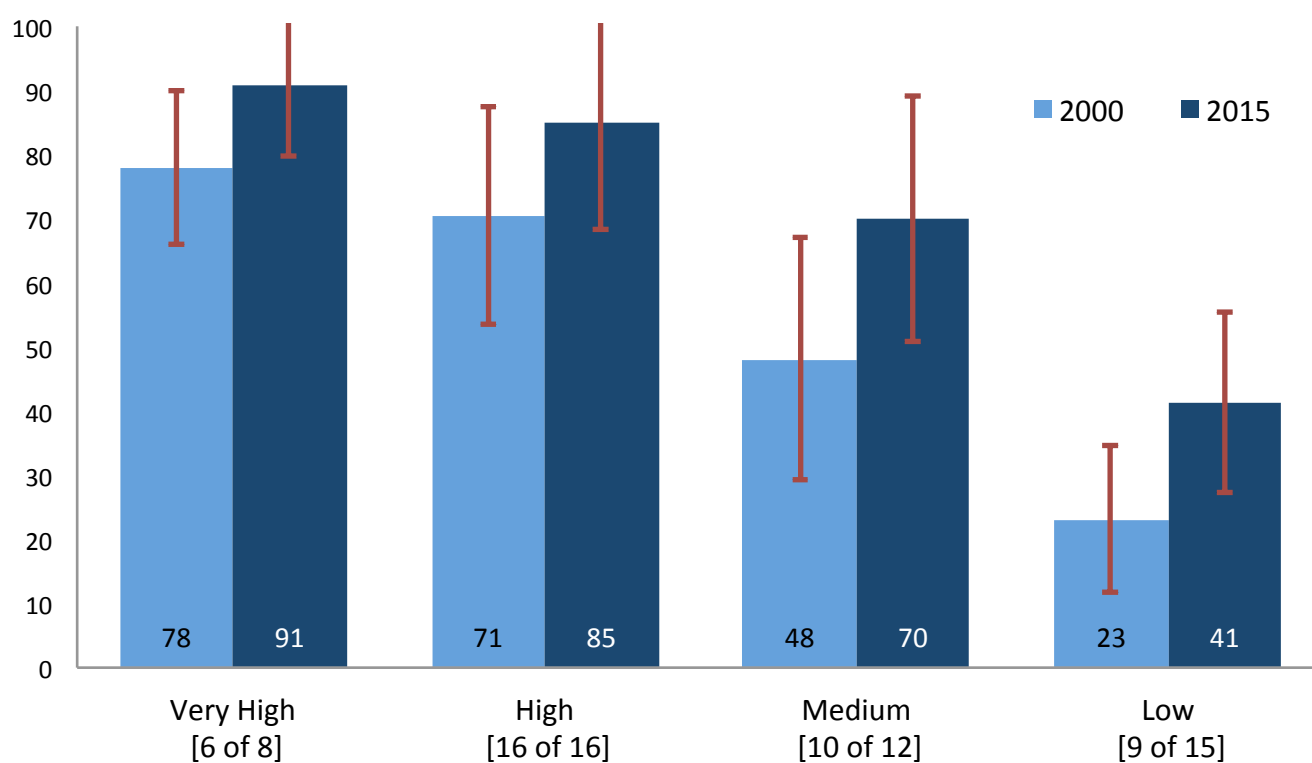


Chart 18: Upper Secondary Adjusted Net Enrolment Rate (ANER) Averages By Commonwealth Human Development Level (2000-2015)



4

Quality and Equity

Out-of-School Youth

Many low-income countries have high birth rates that make the problem of universalising education particularly difficult. Construction of schools to meet the needs of the demographics of 2000 would not be sufficient to meet the needs of the demographics of 2015. Despite growth in enrolments in many regions, the number of out-of-school children has also risen.

Nevertheless, in the Commonwealth as a whole the number of primary-aged out-of-school children has fallen. According to UIS estimates, the Commonwealth had 43.5 million out-of-school children in 2000. At that time, 45% of them were in Medium HDI countries and 54% in Low HDI countries. Geographically, 61% were in Asia and 39% were in Sub-Saharan Africa. Our estimates indicate that the Commonwealth had 17.2 million out-of-school children in 2015 (see Chart 19 on page 49). This is a large number, but represents substantial progress on EFA Goal 2/MDG Goal 2.

The data suggest that Asian Commonwealth countries have 21.5 million fewer primary-aged out-of-school children in 2015 than 2000, representing an 80% decrease. The greatest achievement was in India. Estimates also show a less pessimistic portrait in Sub-Saharan Africa than was evident in the 2012 edition of this book (Menefee & Bray 2012). While the numbers are not small, they are decreasing. The number of out-of-school children in Sub-Saharan African Commonwealth countries is estimated to have dropped from 16.8 million in 2000 to 11.8 million in 2015. However, in Nigeria 1.9 million more children are thought to be out of school in 2015 compared to 2000 - a 27% increase.

The number of out-of-school youth of lower secondary age remains problematic, but progress is strong. An estimated 17 million fewer out-of-school youth are in this age band in 2015 than in 2000. Yet this still leaves 16.4 million youth out-of-school. Because upper secondary enrolment is usually non-compulsory, out-of-school youth have not been presented here numerically in the way that charts present figures for earlier levels.

The African number is difficult to compute because no data are available for Nigeria and only one data-point is available for Uganda. Excluding Nigeria and Uganda, there are an estimated half a million fewer youth of lower secondary school age in 2015 than the 1.8 million in 2000 (see Chart 69 on page 101). Ghana, South Africa and Kenya achieved major progress in reducing the number of out-of-school youth. South Africa,

in particular, is noteworthy for having reduced the number from nearly 200,000 in 2000 to 2,400 in 2015.

For reasons that are not clear, Advanced Economies have a growing problem of out-of-school youth (see Chart 23 on page 52). The estimates show 21,000 in Australia in 2000 but 34,000 in 2015. In the United Kingdom, figures likewise grew from 9,000 to 29,000. Even in New Zealand the number doubled from just 500 in 2000 to 1,200 in 2015. Cyprus, however, saw a significant reduction: 1,500 in 2000 to below 400 in 2015.

In the Pacific, the number of lower secondary out-of-school youth grew in Solomon Islands from 3,000 to 16,000. Tonga grew from 1,000 to 2,500. No data are available for lower secondary out-of-school youth in Papua New Guinea, but the number is likely above 100,000. Vanuatu and Fiji, on the other hand, saw significant reductions. In the Caribbean, the number of out-of-school youth was halved from 25,000 to 13,000. Jamaica deserves special note for progress, dropping from 16,000 to 2,200. Guyana, on the other hand, showed an increase from 1,100 to nearly 5,000.

Collectively, this means that there are approximately 35 million out-of-school children and youth in the Commonwealth. This is down from 77 million in 2000. If current trends persist, we should not expect the problem to be resolved in the next few years. Our estimates indicate there will still be 16 million children out of primary school and 17 million out of secondary, for a total of 33 million students. The rate is falling at roughly 400,000 a year. It would take 78 years for the number to fall to zero at this rate.

Chart 19: Estimated Proportion of Primary-Aged Out-Of-School Youth By Commonwealth Region in

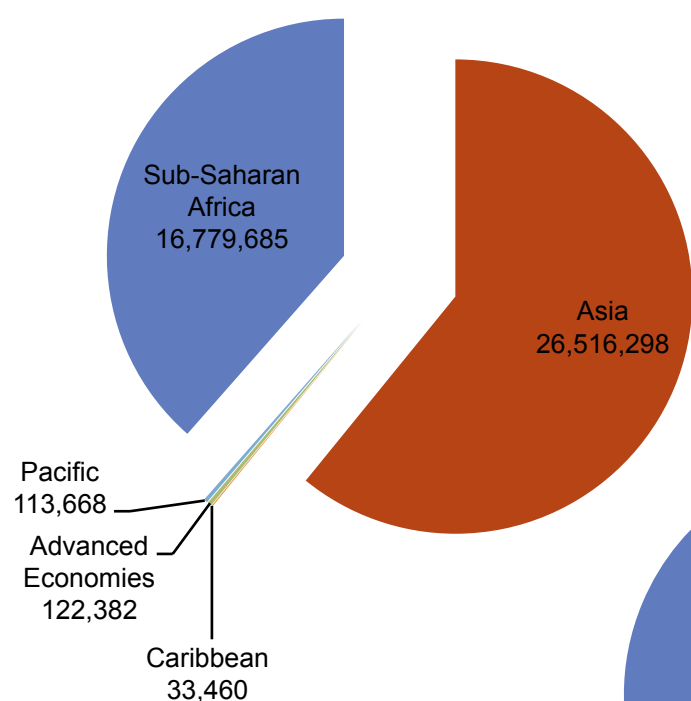


Chart 20: Estimated Proportion of Primary-Aged Out-Of-School Youth By Commonwealth Region in 2000

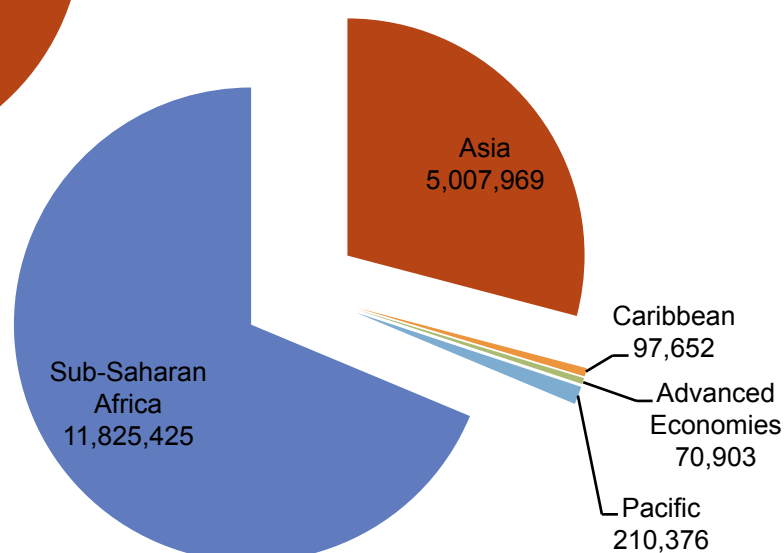


Chart 21: Primary Aged Out-of-School Children Numbers in Medium HDI Level Commonwealth Countries (2000-2015)

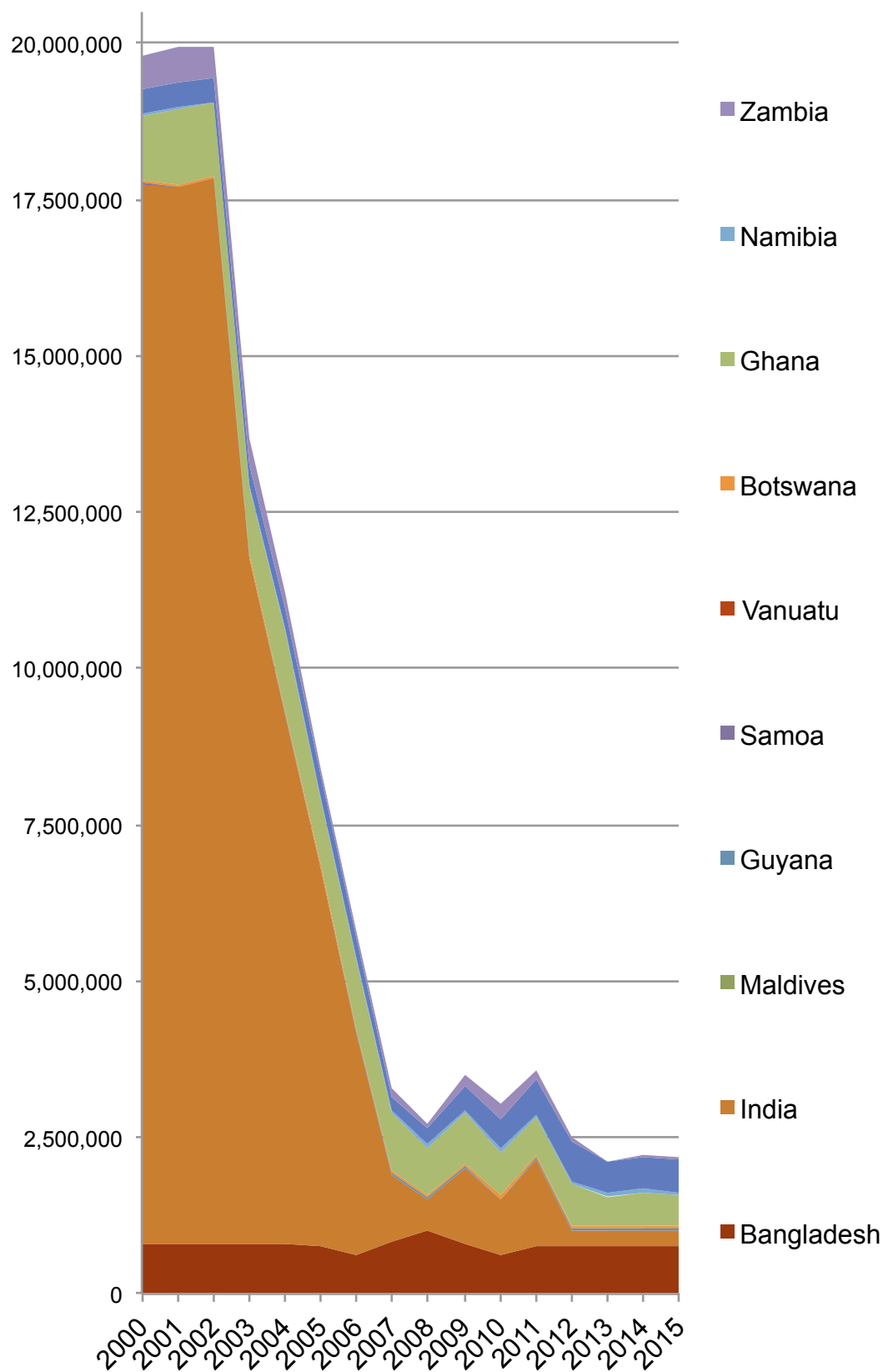


Chart 22: Primary Aged Out-of-School Children Numbers in Low HDI Level Commonwealth Countries (2000-2015)

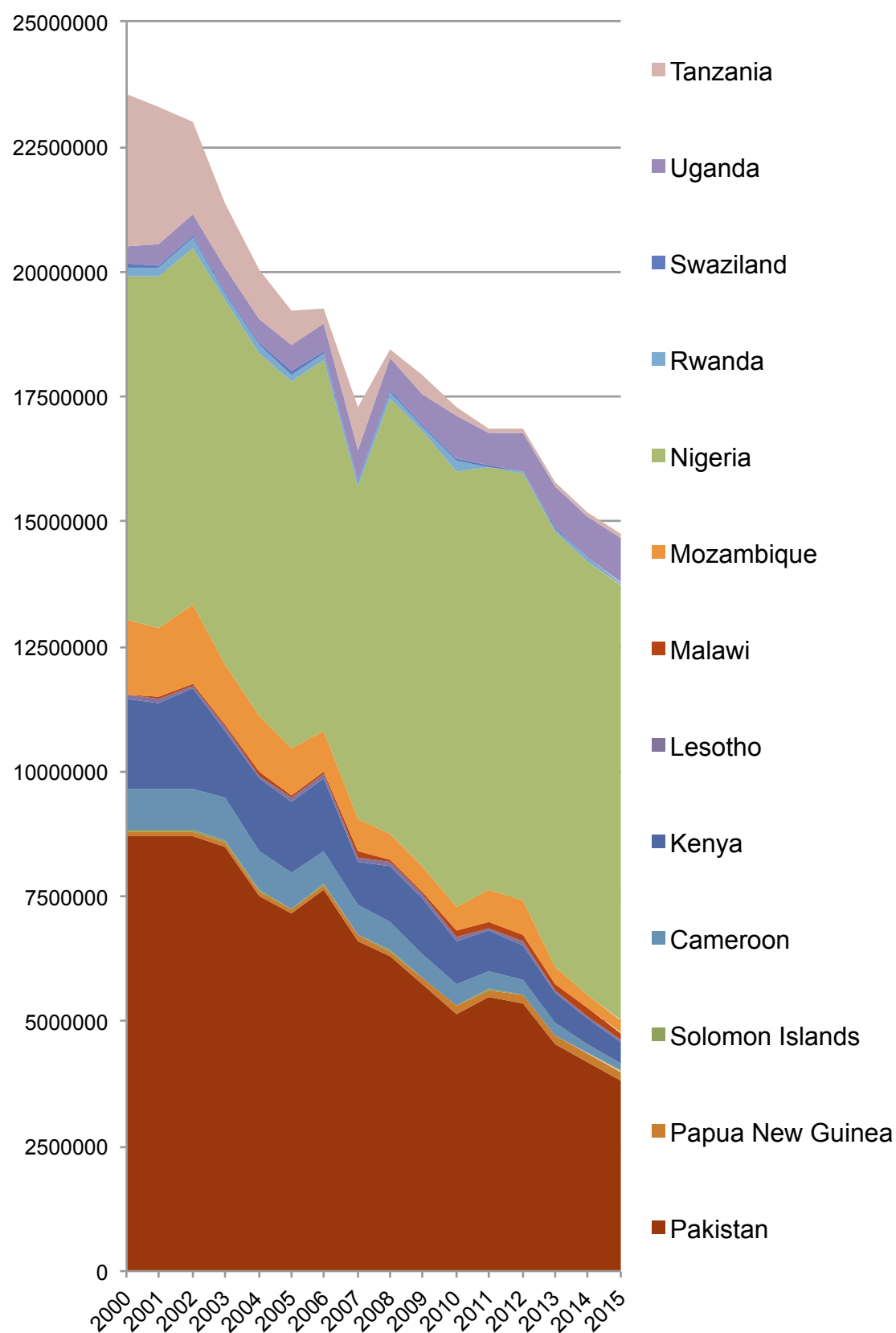


Chart 23: Primary Aged Out-of-School Children Numbers in Very High HDI Level Commonwealth Countries (2000-2015)

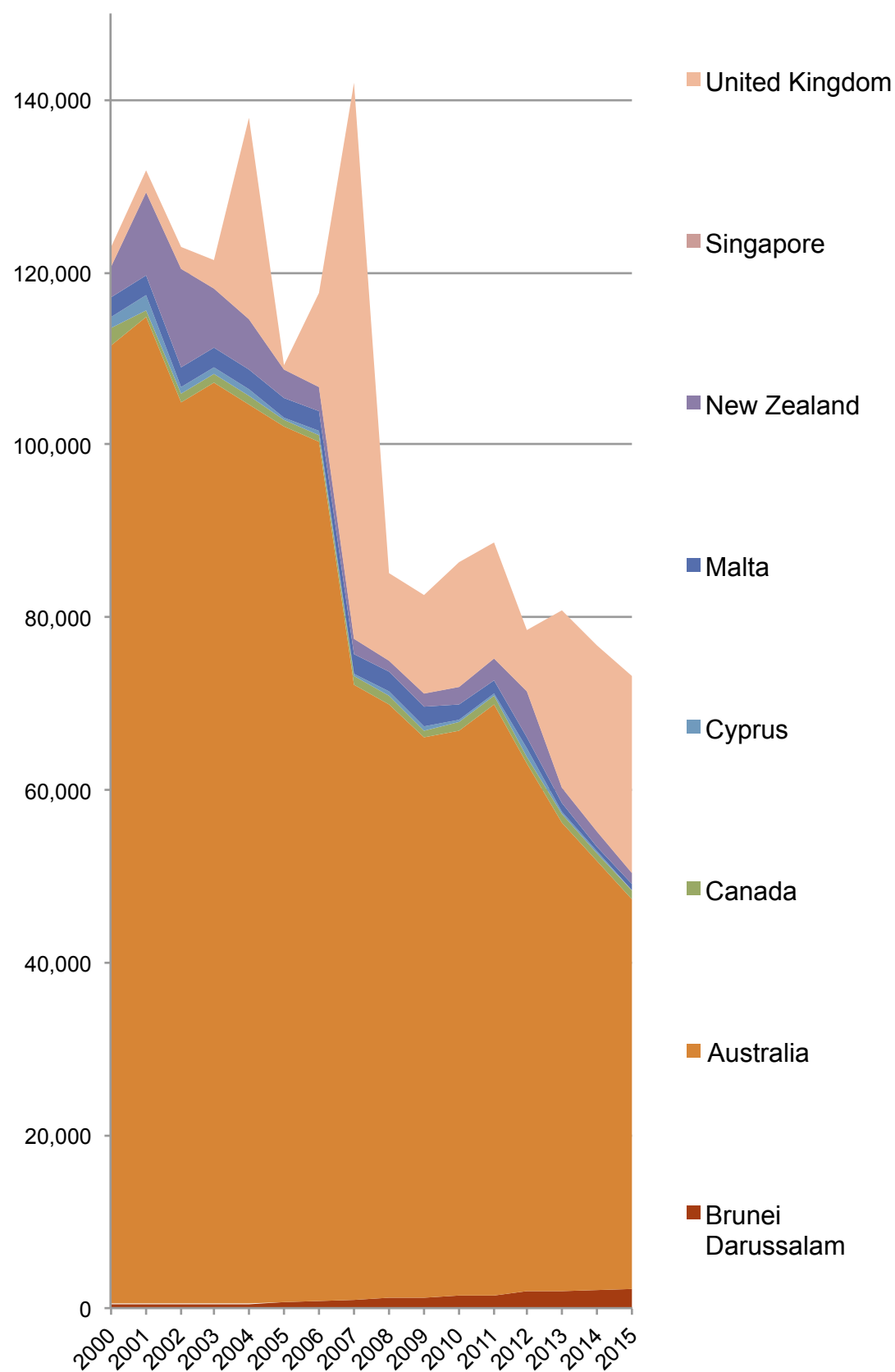
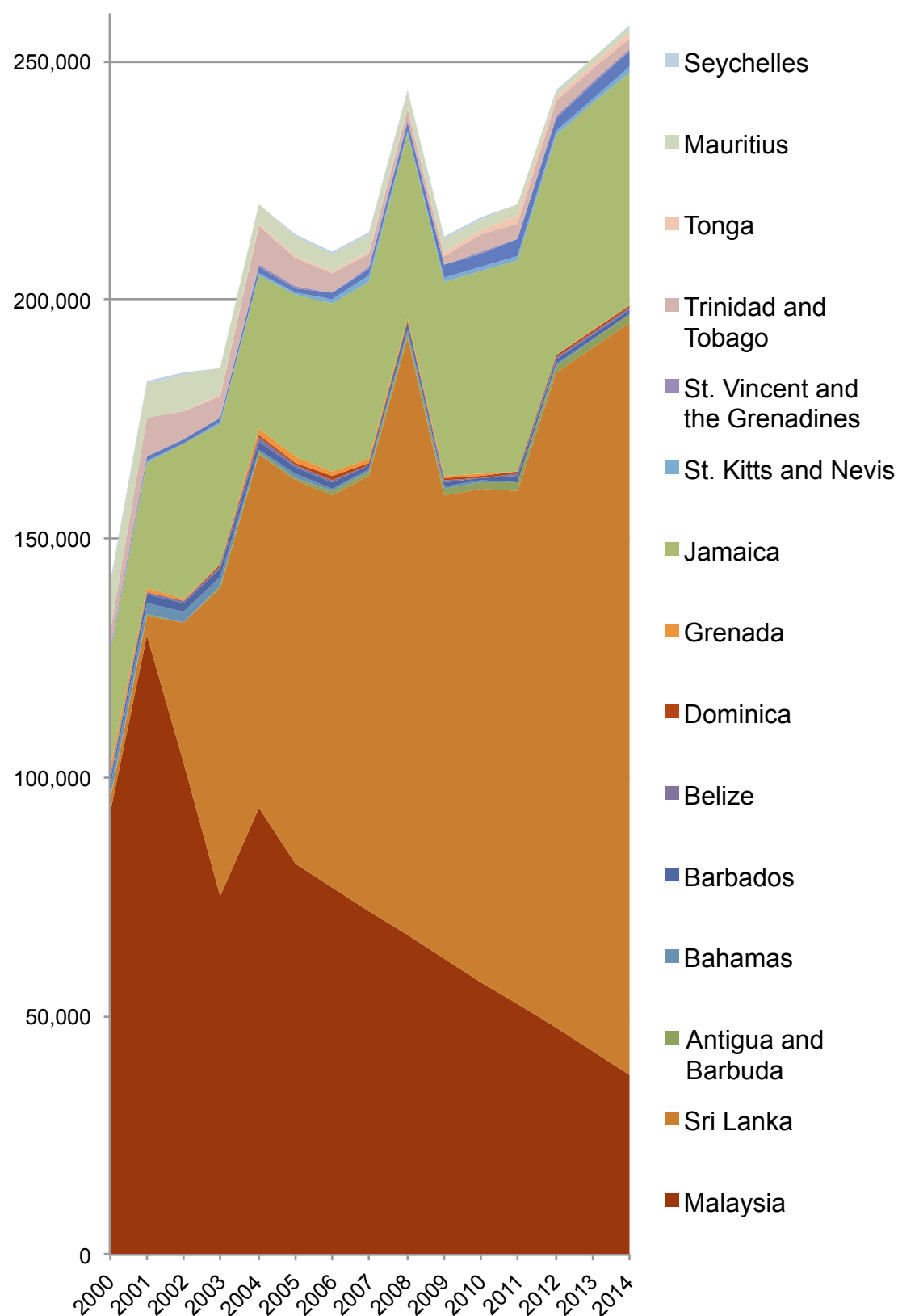


Chart 24: Primary Aged Out-of-School Children Numbers in High HDI Level Commonwealth Countries (2000-2014)



Youth Unemployment

Youth unemployment numbers are widely considered particularly problematic, in part because most developing economies have large informal economies. Also, employment numbers do not capture the quality of employment, its full- or part-time status, and whether it is long-term or temporary. The International Labour Organisation has been developing new tools to handle these challenges.

Looking at the 2000-2015 trend, youth unemployment is lower across the Commonwealth with the exception of Very High HDI countries and their overlapping Advanced Economies grouping (see Chart 26 on page 55). Currently, youth unemployment is estimated to stand at 12% in Asia, 22% in the Caribbean, 16% in the Advanced Economies, and 19% in Africa. Across HDI levels, it is 15% in Very High, 17% in High, 26% in Medium, and 12% in Low. However, some countries do not have sufficient data.

Krugman (2015) writes in the United States that “there’s no evidence that a skills gap is holding back employment”. King and Palmer (2010: 40) warn education planners about the politics of “skills-for-employment”. They stress that “education, training, and skills development do not produce jobs in the absence of an enabling macro-economic environment”.

High levels of youth unemployment should be read as a problematic macro-economic environment for youth, rather than a problem with education systems. In an analysis of historical Commonwealth socio-economic data, Menefee (2013) found few correlations between more schooling and economic performance indicators, with the exception of literacy rates. There are clearly links between education systems, economic performativity, and problems like youth unemployment, but they are complex and nuanced. Because current socio-economic performativity can not explained by educational performativity, we should question assumptions that place the burden of producing a more equitable, productive, and sustainable future on the shoulders of schools and teachers.

King and Palmer (2010: 51) write that, “more attention should be paid to promoting equitable access, quality training, and an environment in which skills can be productively utilized by the poor (and by the disadvantaged, vulnerable, and marginalized in general).” This attention should be balanced by legitimate concerns that vocational education is second class education for second class citizens. Upper secondary education should embrace diverse, equitable, and modular systems that help students transition from school to adult life.

Teachers

Teacher-pupil ratios were more than twice as high in Low HDI countries than Very High HDI countries, at 22:1 and 10:1 respectively. The estimates show that at 24:1 the ratios were even greater in Medium HDI countries, which have seen some of the strongest gains in expanding enrolment. High HDI countries sat nearer to Very High HDI countries with a ratio of 14:1.

The ratios dropped by between 29% and 39% in most clusterings: Very High HDI (35%), High HDI (29%), Low HDI (37%), Asia (33%), the Caribbean (32%), and the Advanced Economies (35%). Changes were slower in Medium HDI countries (16%),

Chart 25: Youth Unemployment Rate Averages By Commonwealth Region (2000-2015)

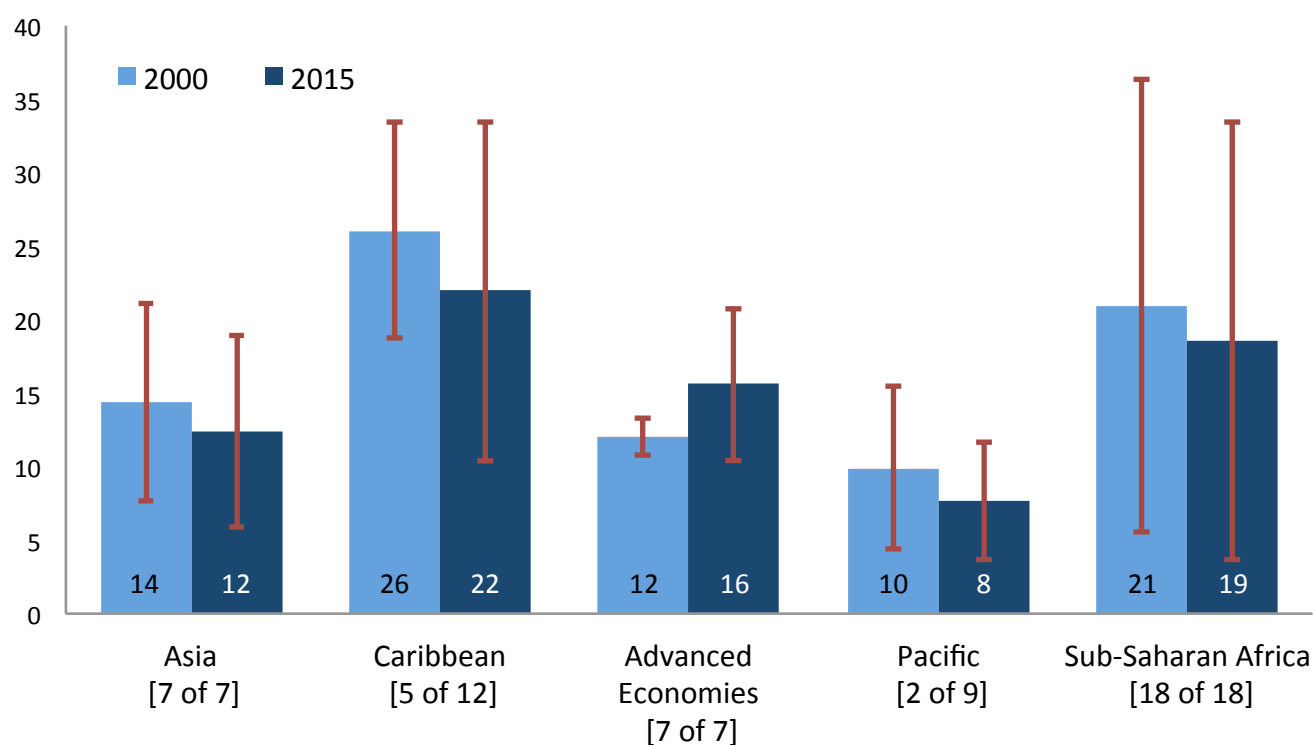
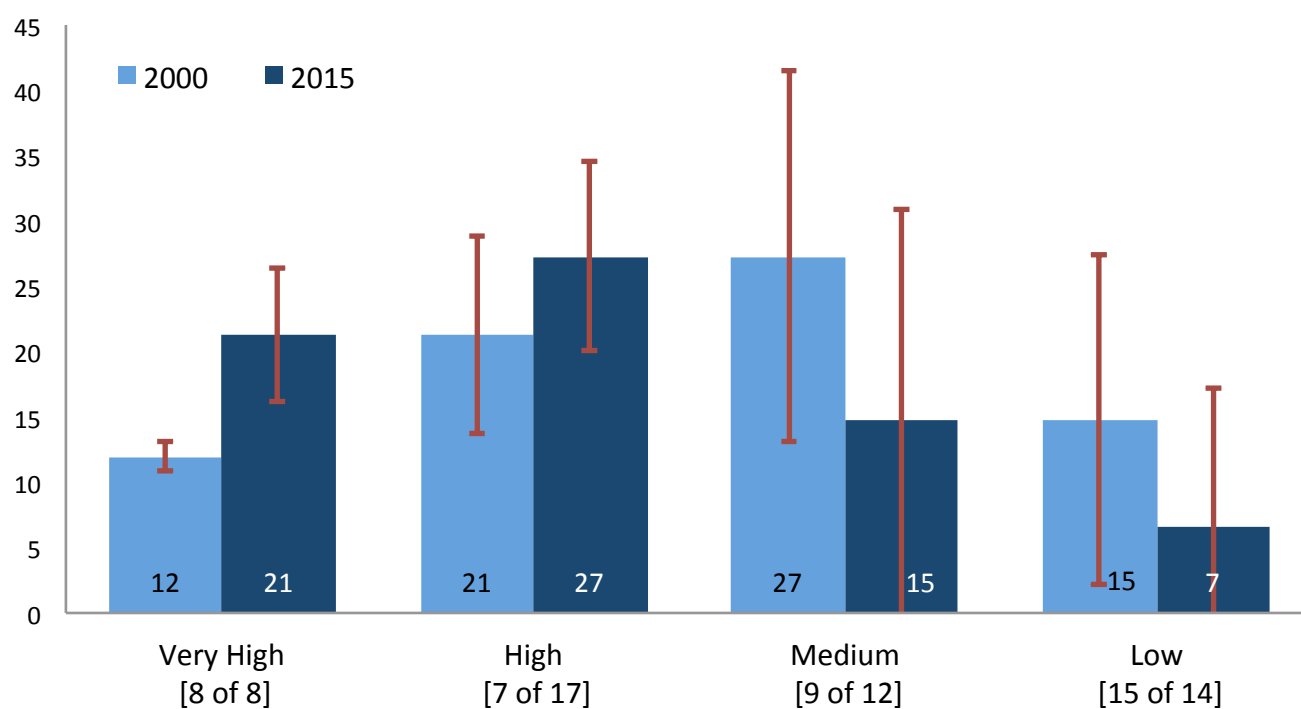


Chart 26: Youth Unemployment Rate Averages By HDI Level (2000-2015)



the Pacific (7%), and Africa (23%). Only nine of 19 African Commonwealth countries have sufficient data for analysis, and the standard deviation (16) and confidence interval (9) make it difficult to talk about ‘averages.’

Upper secondary teacher student ratios are nearly identical in 2015 in Asia, the Pacific, Advanced Economies, Africa, and by Very High HDI level. The ratio is 2.9 points lower in High and Medium HDI countries. Asia, the Caribbean, Very High HDI, and High HDI countries are all seeing significant reductions in the ratio in upper secondary. The Pacific, Africa, Medium HDI, and Low HDI countries are all seeing the ratios grows.

Gender Equity

The Muscat Agreement called for “all girls and boys [to] complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized”. This proposal expanded the meaning of ‘basic education’, and went beyond EFA Goal 2 in calling for universalization of lower secondary education.

Goal 4 of the proposed Sustainable Development Goals is “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Target 4.1 is “by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. This does not indicate the level of secondary education, so could be interpreted as being even more ambitious.

The Muscat Agreement placed less emphasis on girls’ education than the Dakar EFA goals. In 2000, Goal 5 was: “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.” By 2014, when the delegates assembled in Muscat, gender discrimination in enrolment towards girls had become less problematic.

The gender inequality against girls that exists in Commonwealth education in 2015 is found mainly in primary school. Even here, the disparities are not especially troubling (see Chart 27 on page 57). A few percent more boys are enrolled than girls, usually less than 3%. The most inequitable region for girls today is Asia, where the average GPI is .983. A class with 98 girls and 100 boys would produce this GPI.

In lower secondary, no HDI Level or regional averages of Gender Parity Index (GPI) measurements were unfavourable towards girls (i.e. below 1.0). Instead, the issue has become reversed. Very High HDI and Advanced Economy GPIs are the most equitable, at 1.01. In Low and Medium HDI countries, GPIs are inequitable (1.16) and show fewer enrolled boys than there should be. This is also the case in Africa, where the GPI average is 1.2 (see Chart 28 on page 57).

Chart 27: Primary ANER Gender Parity Index (GPI) By Commonwealth Region (2000-2015)

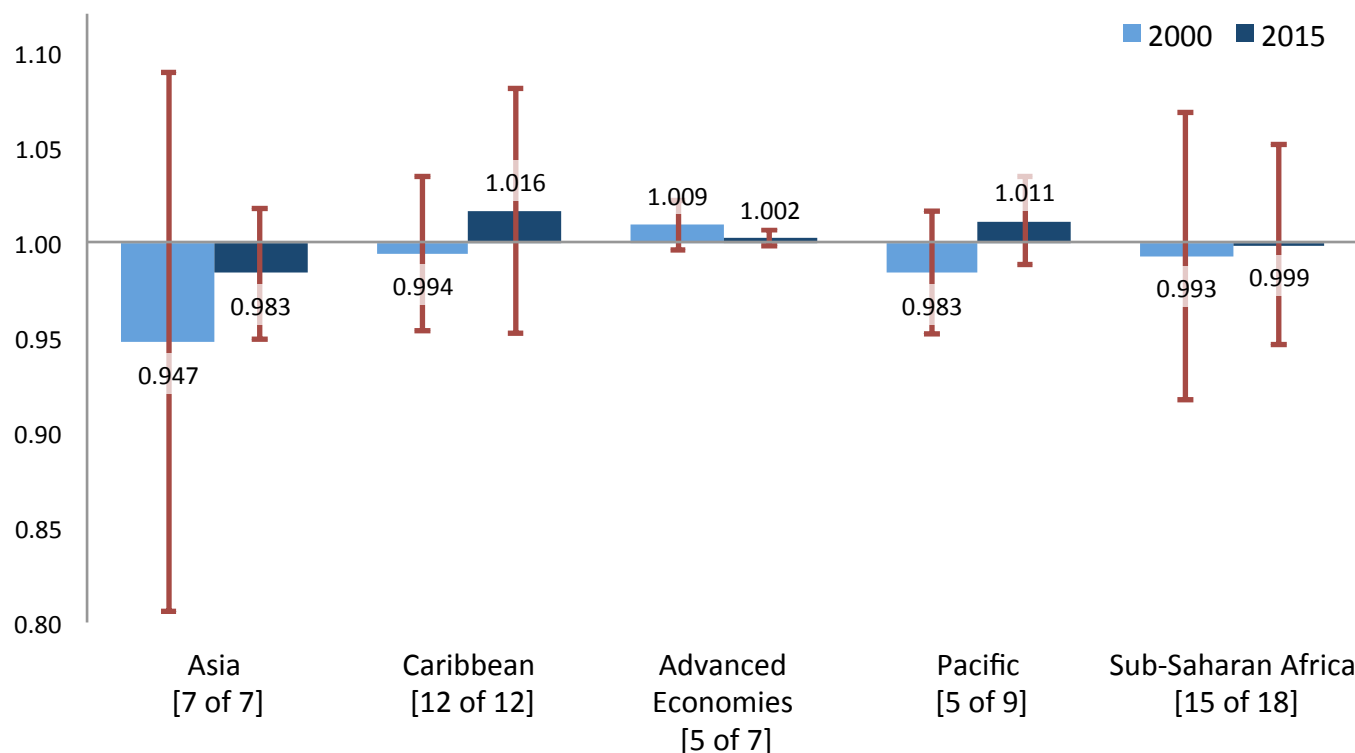
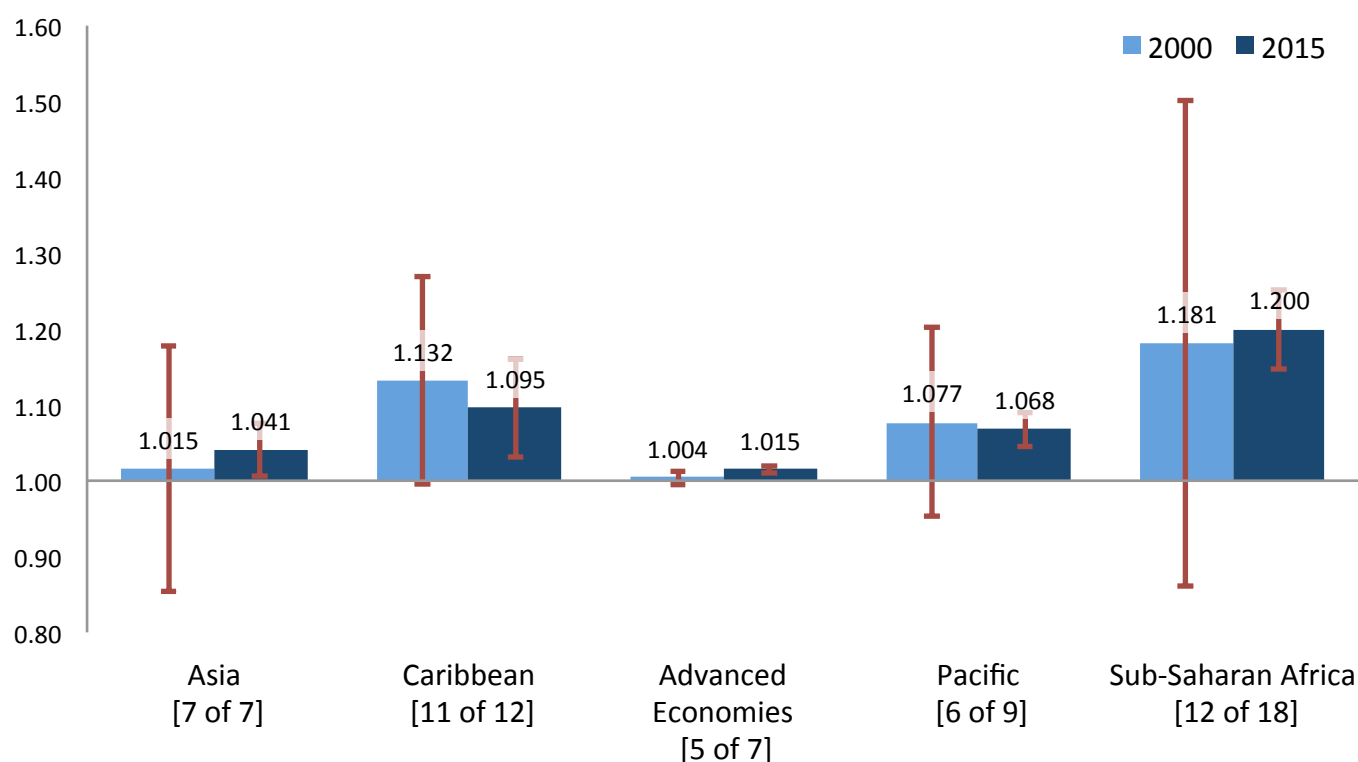


Chart 28: Lower Secondary ANER Gender Parity Index (GPI) By Commonwealth Region (2000-2015)



5

Learning Outcomes

The authors made a conscious decision to place learning outcomes in the quality section of the Report Cards rather than in the inequality section, though - like every other metric - there are also clear implications for inequality. Further, a decision was made not to report the learning outcomes data in “League Table” form, because much is lost in averages. As with so much else in this report, multiple numbers are provided rather than a single metric.

The numbers discussed below come from the three most prominent international learning assessments: SACMEQ, TIMSS-PIRLS, and PISA. More information on methodology can be found in the Glossary at the end of this book. SACMEQ focuses on eastern and southern Africa, PISA is mostly conducted in advanced and middle-income economies, and TIMSS-PIRLS is the most widely distributed. Though numbers have different performativity thresholds and underlying methods, all three assessments report the percentages of students scoring above and below the highest and lowest thresholds.

The designated threshold levels vary for literacy and numeracy. The cut-off point for lowest threshold literacy levels in Commonwealth countries was 18% for SACMEQ (see Chart 32 on page 61) and 11% for PIRLS (see Chart 33 on page 61). With mathematics the numbers were 32% for SACMEQ, 28% for TIMSS, and 25% for PISA. At the top end for reading, 10% scored the highest threshold in PIRLS and 5% in SACMEQ. At the top end of mathematics, the threshold was 9% for PIRLS, 15% for PISA, and 1.4% for SACMEQ.

Among the assessments, TIMSS 2011 mathematics had the greatest diversity of scores from Commonwealth countries, with Australia, Botswana, Ghana, Malta, Malaysia, Singapore, and New Zealand reporting. *Chart 30: Distribution of TIMSS 2011 Maths Scores* (page 59) shows inter-country inequalities. Singapore is a notable outlier in that 46% of pupils taking the assessment scored at the highest performance benchmark. By contrast, fewer than 1% of pupils in Botswana and Ghana were able to achieve the same results. In Malaysia 2% of students reached this level, while Australia, Malta and New Zealand reported 10%, 4% and 5% respectively.

At the other end of the scale, only 1% of Singaporean pupils were at the lowest performance benchmark. Australia, Malta and New Zealand had 11%, 12%, and 16% respectively. In Ghana, four out of five students (79%) scored at the lowest level, and two out of five (40%) did so in Botswana.

Chart 29: Distribution of SACMEQ 2007 Maths Scores

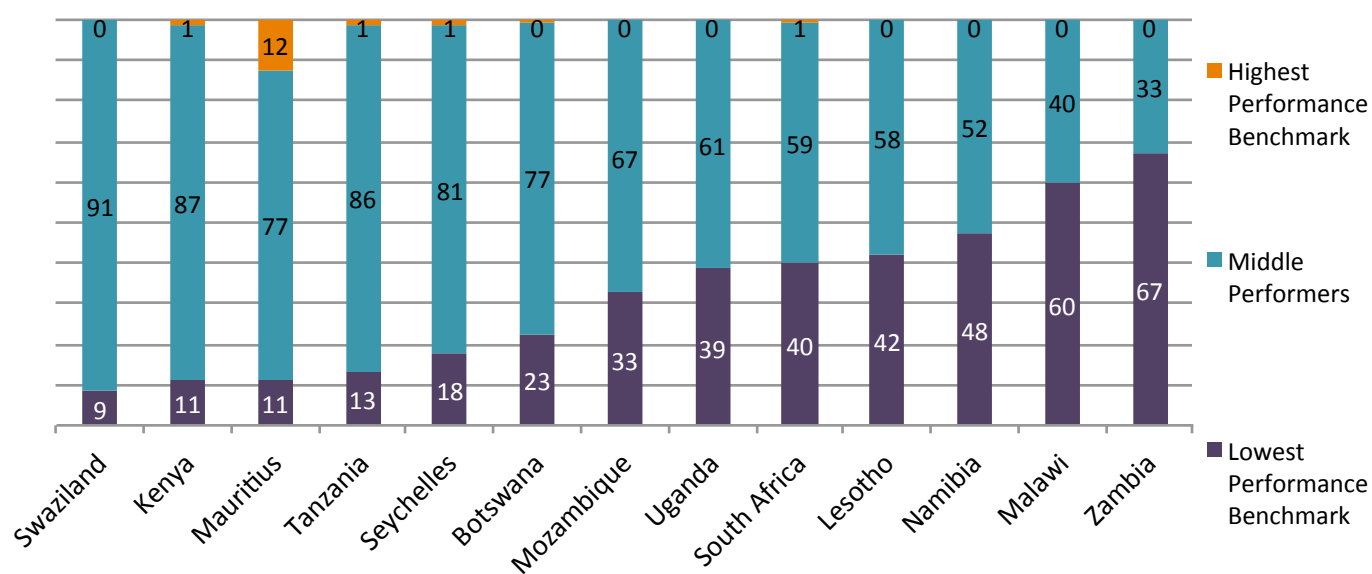


Chart 30: Distribution of TIMSS 2011 Maths Scores

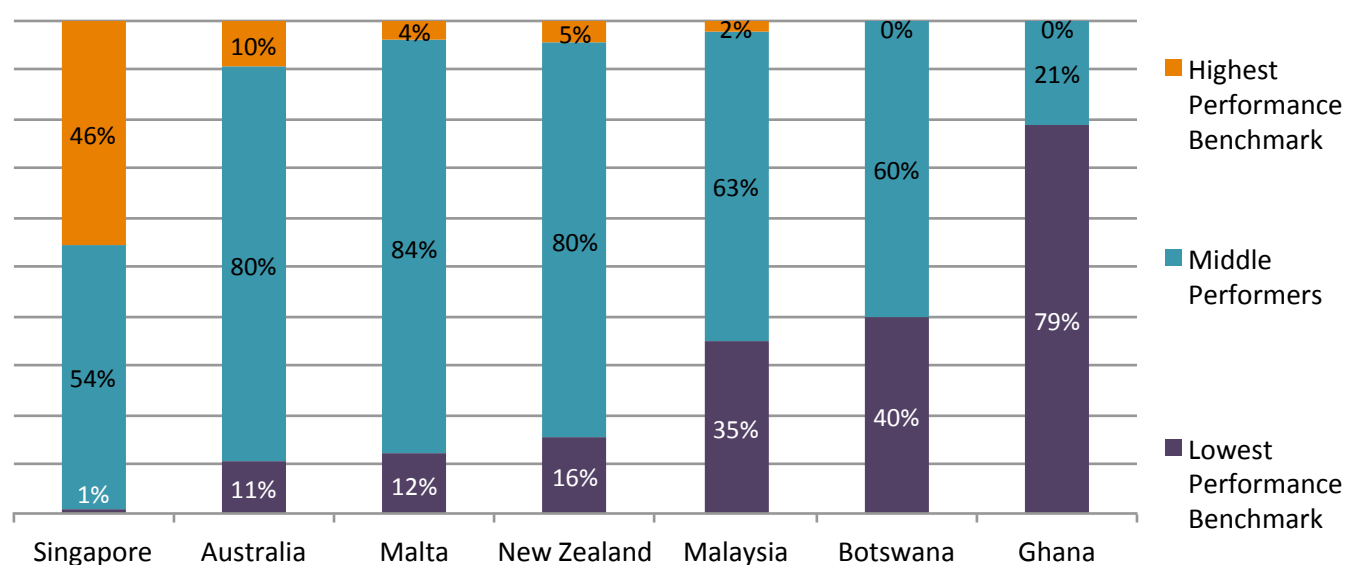
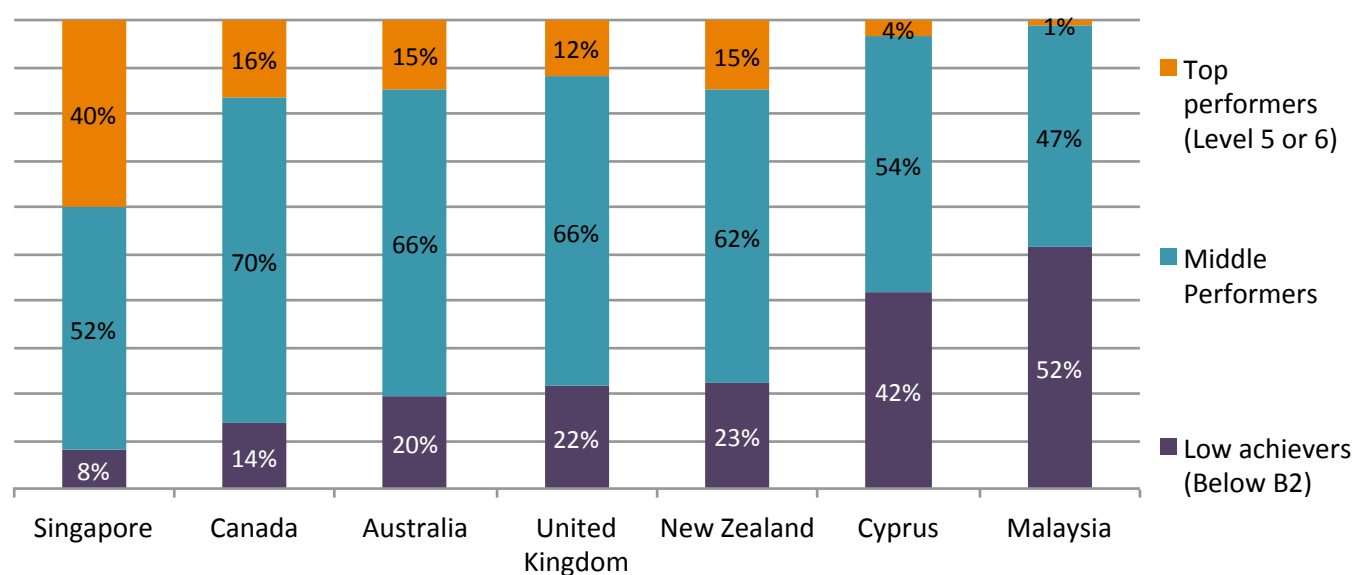


Chart 31: Distribution of PISA 2012 Maths Scores



Learning Outcomes as Quality Indicators

What do these numbers indicate about quality and inequality? In part, the answer depends on conceptual approaches. UNESCO, the World Bank and most development institutions and national governments commonly emphasise human capital. These scores would roughly translate into skills that are bought and sold in international marketplaces. On this interpretation, lower assessment scores would indicate lower levels of human capital being produced in education systems.

Elaborating, in this framework one might make a model that assumes equal school population sizes for the different countries and gives all top scorers five units of human capital, middle scorers three, and the lowest scorers one. In this system, Singapore would be producing 391 units of mathematics-based human capital, while Ghana and Botswana would be producing only 143 and 221 respectively. Australia, Malta, New Zealand, and Malaysia would be producing 301, 285, 281, and 235 respectively.

In the standard human capital model, Singapore would be a hub of science, research, and technology. Ghana and Botswana would be at a significant disadvantage in developing or recruiting high tech firms because the students, who would then be workers, would require significant investments in extra training. On a more practical level, average students in Singapore or Australia would much more easily enter top universities outside their countries than average students in Botswana. The scores also give potential employers and universities the means to challenge the value of a Ghanaian degree and accept the value of a Singaporean degree.

Looked at through the increasingly popular lens of New Public Management, Singapore would be considered more efficient than the other countries. The same number of years of schooling would translate into 2.7 times more human capital per year of schooling in Singapore than in Ghana. This view would be complicated by the fact that Singapore, by our estimates, is spending US\$13.80 per day per student while Ghana spends US\$0.37. Thus, Singapore achieves 2.7 times higher production for 43 times the price. Ghana is spending US\$0.81 per year per unit of mathematics-based human capital in this model, while Singapore is spending US\$12.88.

A further message allied to this analysis concerns the likelihood of diminishing marginal returns on the investment. Singapore is employing a very expensive strategy to achieve world-leading results that most Commonwealth countries cannot afford. Early gains in mathematics-based human capital are cheaper than later gains. It is questionable, then, whether countries like Ghana and Botswana should aim through their education systems to cater for the same markets as Singapore.

Learning Outcomes as Inequality Indicators

The next question concerns inequality within countries. One might start with the assumption that large numbers of children 'left behind' early in their lives will remain at a significant disadvantage for the rest of their lives. This is to say that in a country like Ghana, there is legitimate fear that those 79% of children scoring at the lowest mathematics threshold are facing the educational dimensions of the 'poverty trap'. It will be difficult for them to reach higher levels of education and then to compete for the best jobs.

Chart 32: Distribution of SACMEQ 2007 Reading Scores

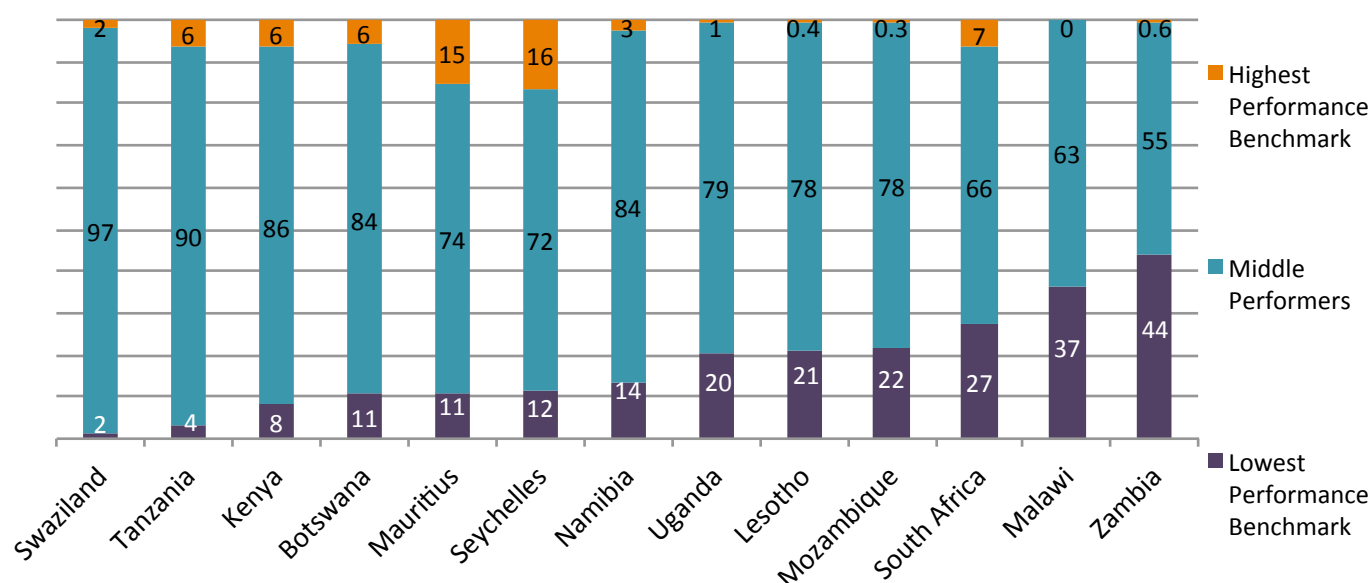


Chart 33: Distribution of PIRLS 2011 Reading Scores

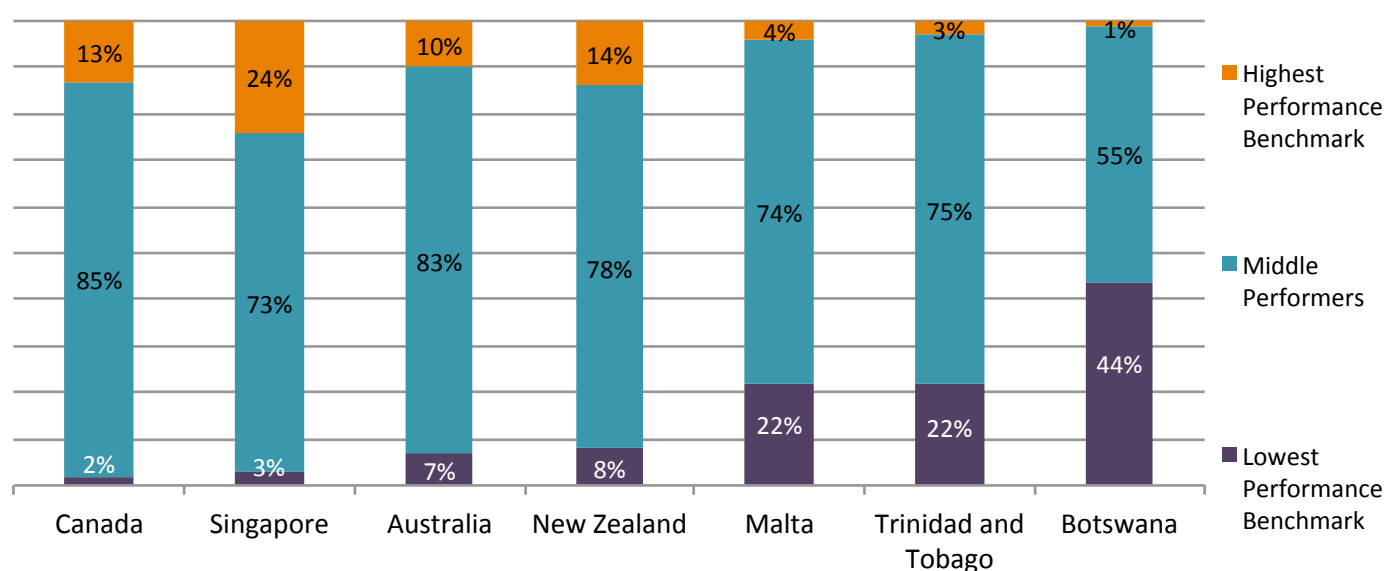
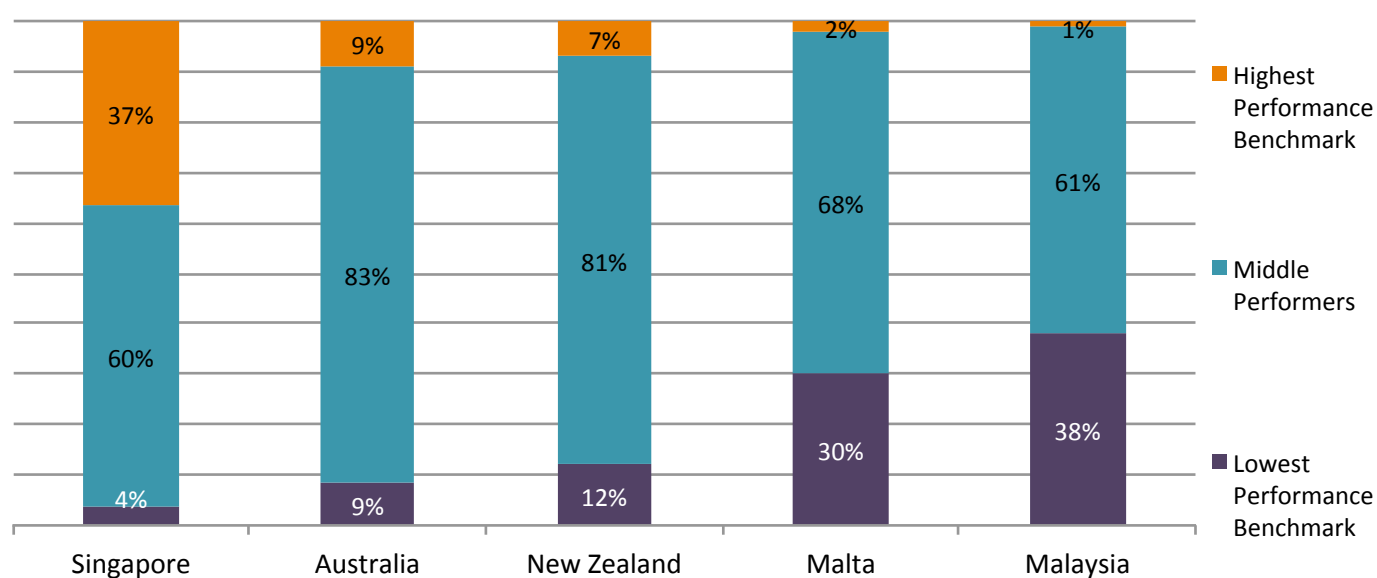


Chart 34: Distribution of TIMSS 2012 Science Scores



Nevertheless, in Ghana almost no students scored at the highest threshold and only 20% scored above the lowest threshold. The question of inequality becomes different when nearly everyone is afflicted by the same problem. Terms like ‘marginalization’ become muddled when four out of five students perform at the same low level in mathematics assessments.

One might instead argue that the real inequality is in Singapore, where 46% of students perform at the highest level and 54% score in the middle brackets. To take a non-human capital approach (see Tilly, 2012), were both countries to have economies that can produce middle-class jobs for one third of the population, low mathematics scores would likely be less a hindrance to upward mobility in Ghana than in Singapore.

Finally, we might turn to mathematics to resolve the question of whether Singapore

Chart 35: Comparative Inequality Measurements of TIMSS 2011 Maths Scores

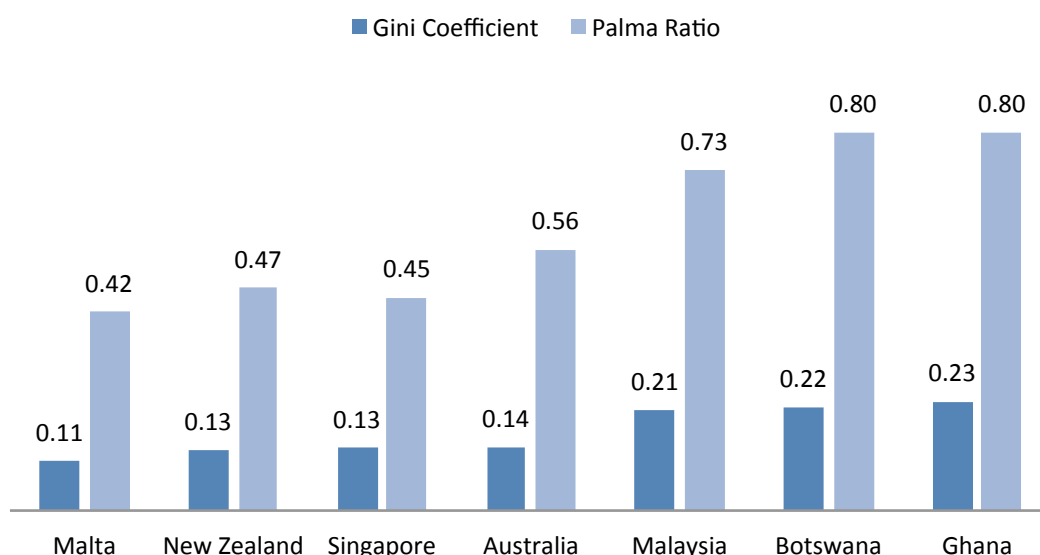
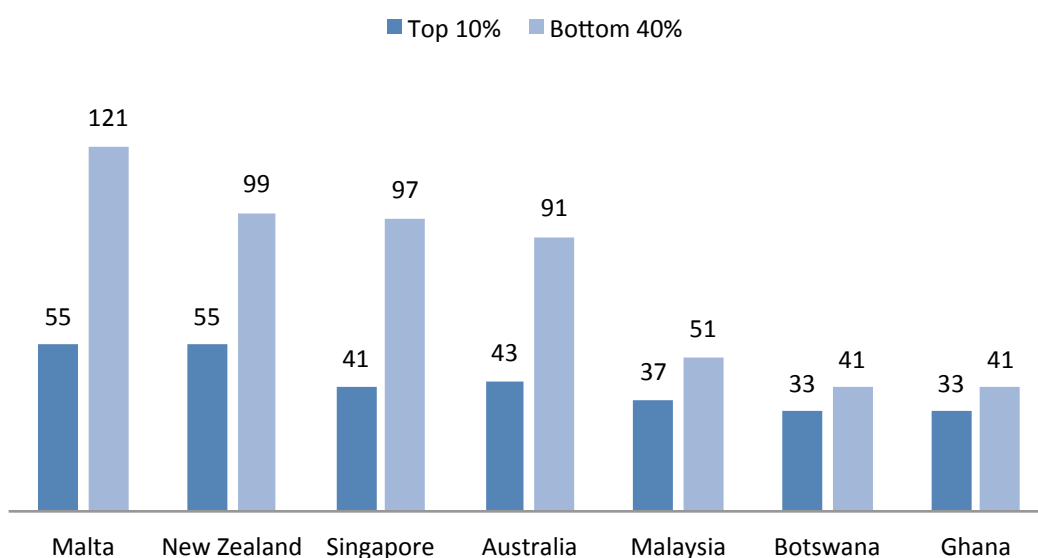


Chart 36: Comparative Distribution of TIMSS 2011 Maths Scores Converted into Theoretical Units of Human Capital



or Ghana have more inequitable learning outcomes. The most common metric for measuring income inequality is the Gini coefficient, where 0 represents perfect equality and 1 represents perfect inequality. Using the human capital model discussed earlier, Singapore has a mathematics learning Gini coefficient of .13 and Ghana has .23 (see Chart 35 on page 62). Malta has the most equitable outcomes, scoring .11.

An alternative approach being advocated is Palma ratios. Some argue that Gini coefficients do not capture the extremes of inequality very well. Palma resolves this problem with a ratio of the top 10% and the bottom 40%. Using our mathematics human-capital model, the top 10% of Singapore possess 55 units of human capital compared to Ghana's 33. The bottom 40% of Singapore possess 121 units compared to Ghana's 41 (see Chart 35 on page 62, producing Palma ratios of .45 and .8 respectively (see Chart 35 on page 62). Ultimately, both Gini coefficients and Palma ratios find Singapore's TIMSS mathematics learning outcomes almost twice as equitable as Ghana's.

Future Trajectories in Measuring Learning

In 2012 the Brookings Institute and the UNESCO Institute for Statistics assembled the Learning Metrics Task Force (LMTF). In the course of 18 months, they partnered with 30 member organizations and 186 working group members from 118 countries. LMTF served two purposes: The first was a political mission to put learning on the Post-2015 Agenda. At this, they and a larger alliance behind them succeeded. In the 2014 Muscat Agreement, we find:

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.

In the May 2014 Working Draft of Indicators for Sustainable Development Goals, the Sustainable Development Solutions Network suggested that Goal Three of the Sustainable Development Goals (SDGs) be "Ensure Effective Learning for All Children and Youth for Life and Livelihood." The proposed Indicator 19 reads, "Percentage of girls and boys who master a broad range of foundational skills, including proficiency in reading and foundational skills in mathematics by the end of the primary school cycle (based on credibly established national benchmarks). At the time of writing, the indicator was yet to be developed.

The second aspect of the LMTF was the technical mission of trying to establish universal standards of what should be measured. One of their earliest innovations was establish seven domains of school-based learning: physical well-being, social and emotional, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, and science and technology. They then went to work establishing sub-domains across three levels of education: early-childhood, primary, and post-primary.

Three parallel trends in learning outcomes measurement and monitoring are emerging.

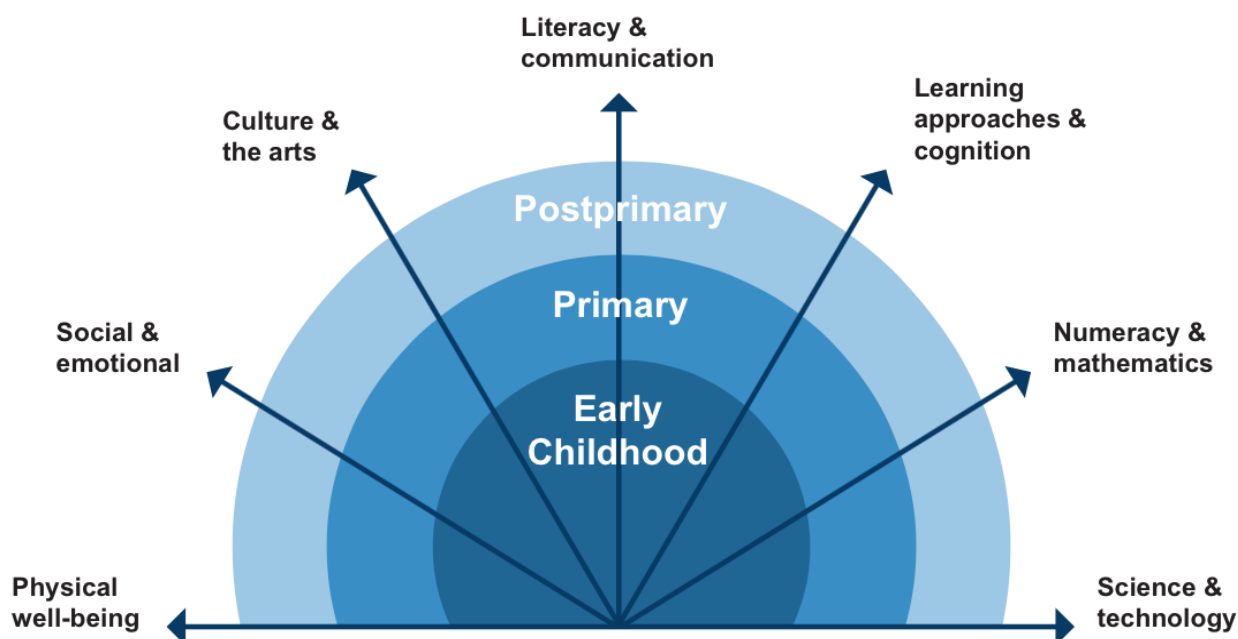
The first trend is that the Muscat Agreement and the Sustainable Development Goals are moving in the direction of nationally-defined learning targets. LMTF has acknowledged that 100 subdomains are too many for a global measurement framework (see Anderson, 2014). Because “there are no internationally recognized standards for defining “proficiency in reading”, “it is recommended that each country adopts and/or defines a core set of standards that can be assessed either through school-based or household-based assessments” (SDSN 2014: 52). It is further recommended that, “that each country adopts and/or defines foundational numeracy skills standards that, while being locally relevant, are referenced in some way to international benchmarks.”

The LMTF is now in the process of working with individual countries to develop the capacity to measure and monitor learning. At the same time, LMTF, UNESCO, UNICEF and other organizations are “developing international benchmarks for these indicators, recognizing the variation of education systems and contexts across countries” (ibid). Their goal follows recommendation of a “composite measure at the end of the primary school cycle” (SDSN 2014: 52).

The second trend is the growth of existing international learning assessments. The first PISA, which was conducted in 2000, included 32 countries (28 OECD countries and four partners.) The 2012 PISA had 65 participants. In an effort to expand their presence, OECD is introducing PISA For Development, “[a] project which aims to enhance the PISA tests and background questionnaires to make them even more relevant for a broader range of contexts, particularly those found in developing countries.” Similarly, TIMSS expanded from 25 participating countries for fourth grade assessments in 1995 to 52 in 2011.

Measuring learning outcomes has become a contentious field in education policy and research. The numbers PISA, TIMSS-PIRLS, and other comparative assessments generate become used by policy makers and political entrepreneurs to either boast of

Illustration 3: The Learning Metrics Task Force’s “A Global Framework of Learning Domains”



Source: *Toward Universal Learning: What Every Child Should Learn*, LMTF, 2013

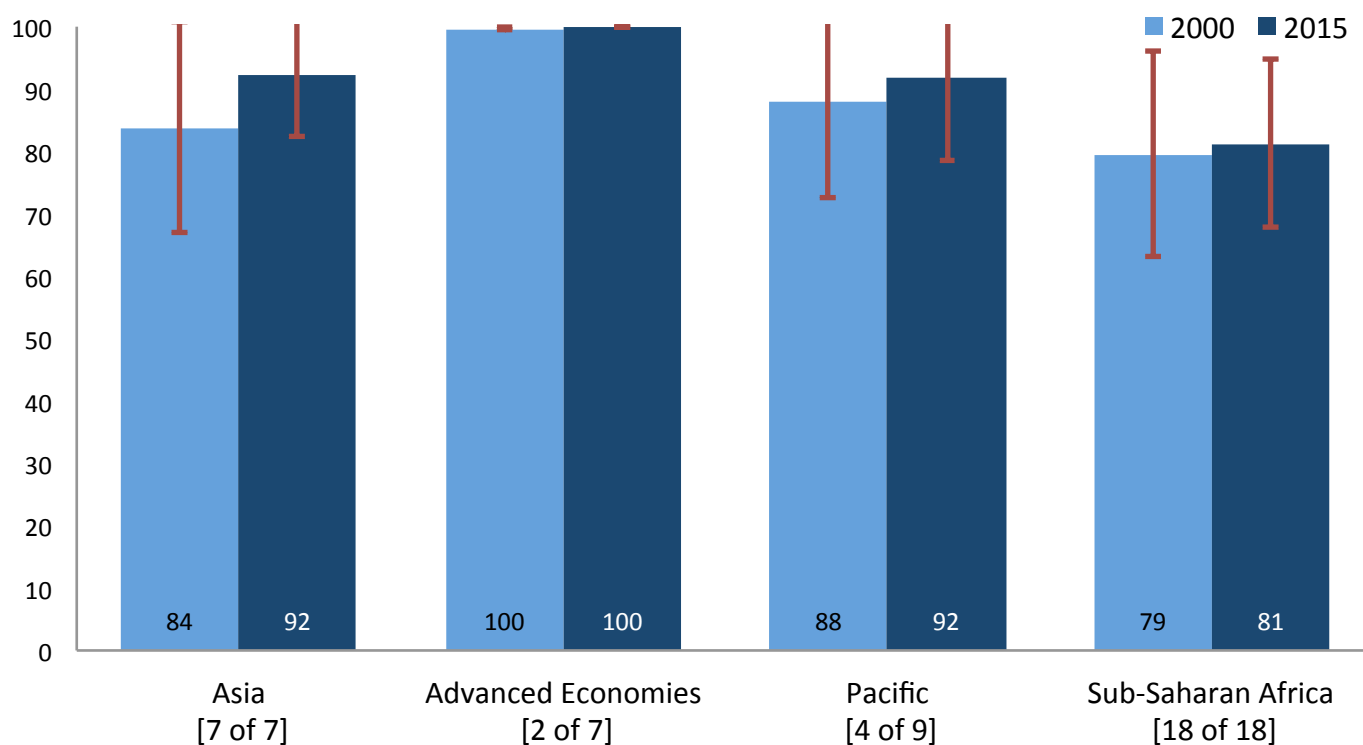
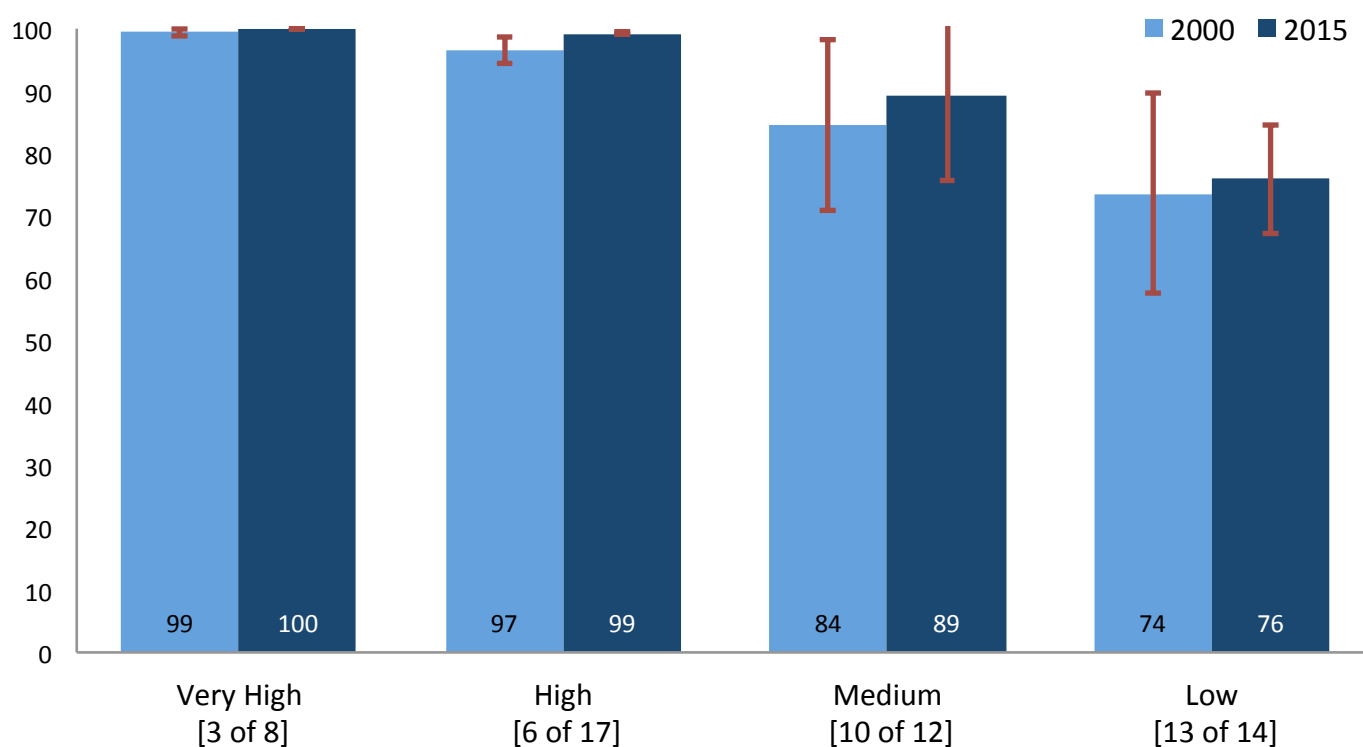
achievements or warn of losing international competitiveness. Learning outcomes in the form of standardized tests have been used in many countries as a benchmark for teacher quality.

Many also fear the inherent reductionism in assessments of this size. They tend to focus on mathematics, science, and literacy because they seem the easiest to internationally compare. Within this report, for instance, the TIMSS mathematics assessment had the broadest representation of Commonwealth countries. There are also unresolved issues over the nature of learning outcomes and curriculum. If specific set learning outcomes are prized and rewarded over others, they will tend to shape what is taught in classrooms.

What learning outcomes are measured, then, can have powerful impact on shaping curriculum. The careful wording of the Sustainable Development Goal is written to empower school systems to make their own locally relevant and useful benchmarks. Following this path will make league tables more difficult. League tables, however, are in vogue and there is a risk that existing international assessments will make the effort of assisted localization more difficult.

Table 3: The Learning Metrics Task Force's Proposed Sub-Domains for Primary-Aged Pupils

Physical Well-Being	Physical health and hygiene, food and nutrition, physical activity, sexual health
Social & Emotional	Social and community values, civic values, mental health and well-being
Culture & the Arts	Creative arts, cultural knowledge
Literacy and Communication	Oral fluency, oral comprehension, reading fluency, reading comprehension, receptive vocabulary, expressive vocabulary, written expression/composition
Learning Approaches and Cognition	Persistence & attention, cooperation, autonomy, knowledge, comprehension, application, critical thinking
Numeracy and Mathematics	Number concepts and operations, geometry & patterns, mathematics application
Science and Technology	Scientific inquiry, life science, physical science, earth science

Chart 37: Youth Literacy Rate By Commonwealth Region (2000-2015)**Chart 38: Youth Literacy Rate By Commonwealth Human Development Level (2000-2015)**

Literacy

EFA Goal 4, about literacy, is also difficult to measure. On this theme, the EFA Global Monitoring Report noted four discrete understandings (UNESCO 2005: 148):

- Literacy as an autonomous set of skills,
- Literacy as applied, practised and situated,
- Literacy as a learning process, and
- Literacy as text.

Even the first of these, which is the most common understanding insofar as it relates to skills of reading and writing, encounters challenges in definition and measurement, particularly when comparing across very different categories of languages such as Arabic and Chinese. Analysts may not agree on the intervals in measurements of literacy or on the instruments for securing those measurements.

Youth literacy moved from 84% to 92% in Asia, remained at nearly 100% in the Advanced Economies (though only two of seven countries submit data), 88% to 92% in the Pacific (with only four of nine countries reporting data), and with mild improvement in Sub-Saharan Africa, moving from 79% to 81% but with all countries reporting data (see Chart 37 on page 66). By Human Development Index Levels, Very High and High averages remained stable and almost universal, while Medium HDI countries moved from 84% to 89%, and Low HDI countries moved from 74% to 76%. Of all the goals, EFA Goal 4 might have had some the weakest progress (see Chart 38 on page 66). Along with EFA Goal 3, it might be classified as one of the neglected if not forgotten goals.

6

Financing and Development Assistance

Spending

Insofar as EFA was intended to bring more money to education, it might be considered a political failure. Across the Commonwealth, education generally received proportionately less in government budgets during the period covered by this report (see Chart 43 on page 71). In both Asia and the Caribbean, proportional budgetary spending in 2015 was only 80% of the funding levels in 2000. The Pacific saw the level drop by half. Sub-Saharan Africa remained stable, and the Advanced Economies increased by 14%. Nevertheless, government spending on education generally stayed between 10% and 15% of the total government budget. On regional figures, Sub-Saharan Africa was the exception with spending estimated to average at 17.8% in 2015.

A curving effect may be identified when the issue is looked at through the lens of Human Development Levels (see Chart 44 on page 71). Very High HDI countries saw an increase of 13%, High HDI countries dropped to 80% of 2000 funding levels, Medium HDI countries dropped to 32% of 2000 funding levels, and Low HDI countries were funded at 96% of 2000 funding levels. Richer countries increased proportional educational spending slightly during the period, middle-income countries had major reductions, and poorer countries had essentially the same level of commitment.

One plausible explanation for increased spending in Very High HDI countries is that they are now in more competition with each other through PISA and other rankings. In middle income countries, political pressure for funding might be decreasing as massification has been reached. In poorer countries where out-of-school children remain numerous and quality is still a major issue, there is likely both domestic and international pressure to preserve education spending.

In 2015, across all the education metrics presented in this report only one aspect does not present a general sense of wide differences: government education spending as a proportion of Gross Domestic Product (GDP). In Very High HDI Commonwealth countries, government spending on education averages at 5.8%; and in Low HDI Commonwealth countries the average is 5.7%. Sub-Saharan African (SSA) Commonwealth governments spend on average 5.5% of their GDP on education, while the advanced economies spend 6.2% (see Chart 41 on page 70). This might suggest an equitable commitment to education across the Commonwealth, though Asian Commonwealth governments

Chart 39: Average Spending Per Day Per Student By Commonwealth Region (2000-2015)

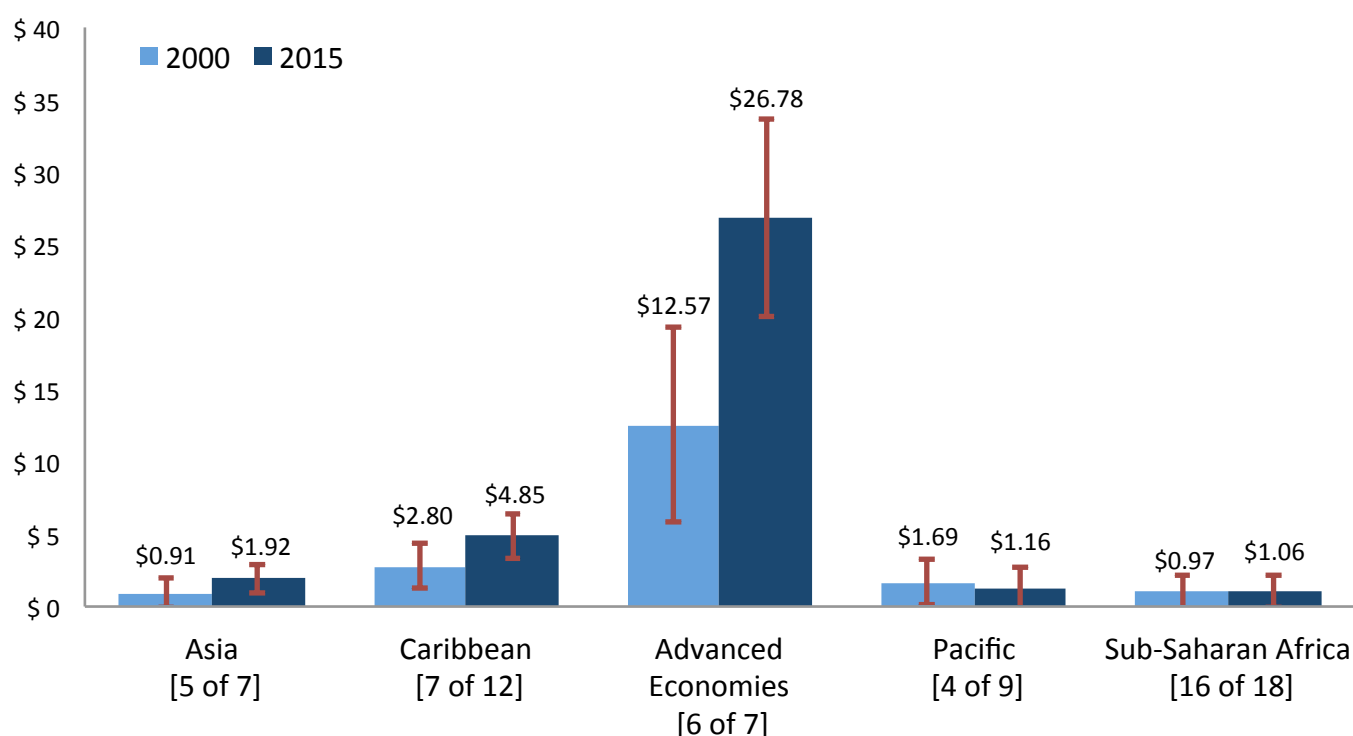


Chart 40: Average Spending Per Day Per Student By Commonwealth Human Development Level (2000-2015)

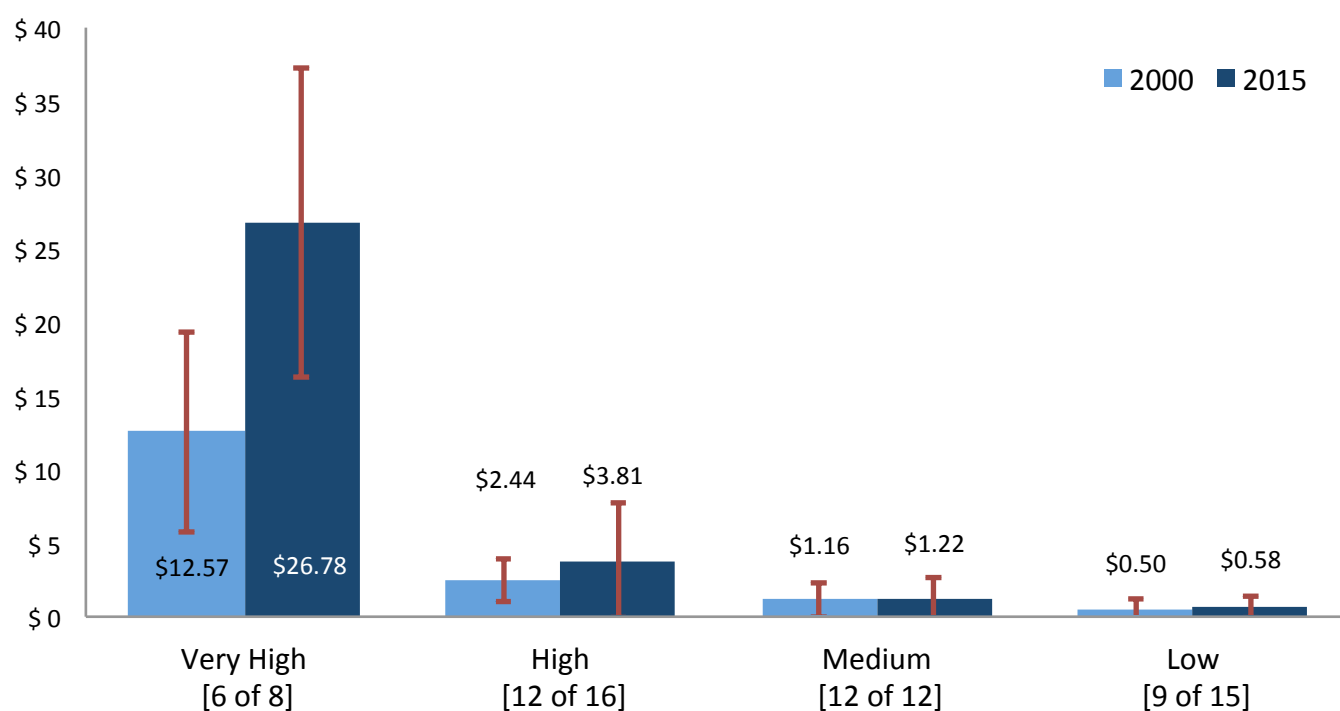


Chart 41: Percentage of GDP Spent on Education By Commonwealth Region (2000-2015)

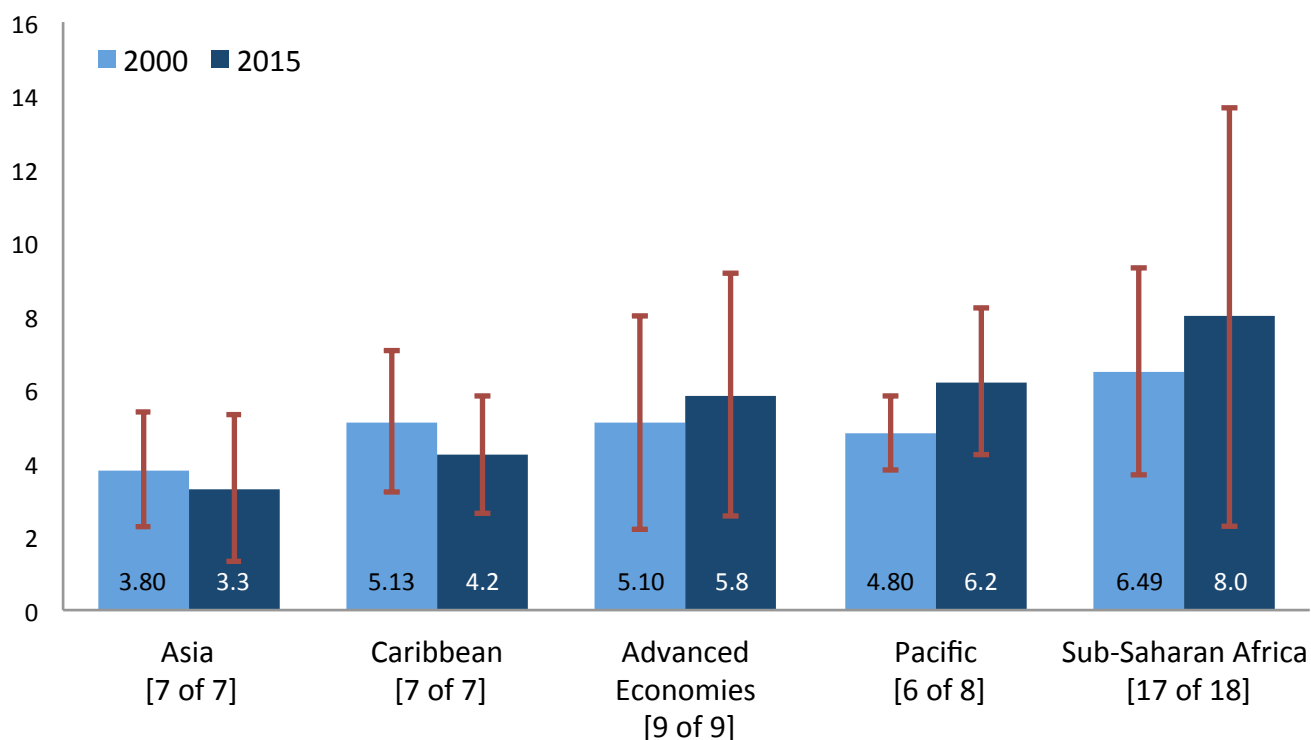


Chart 42: Percentage of GDP Spent on Education By Commonwealth Human Development Level (2000-2015)

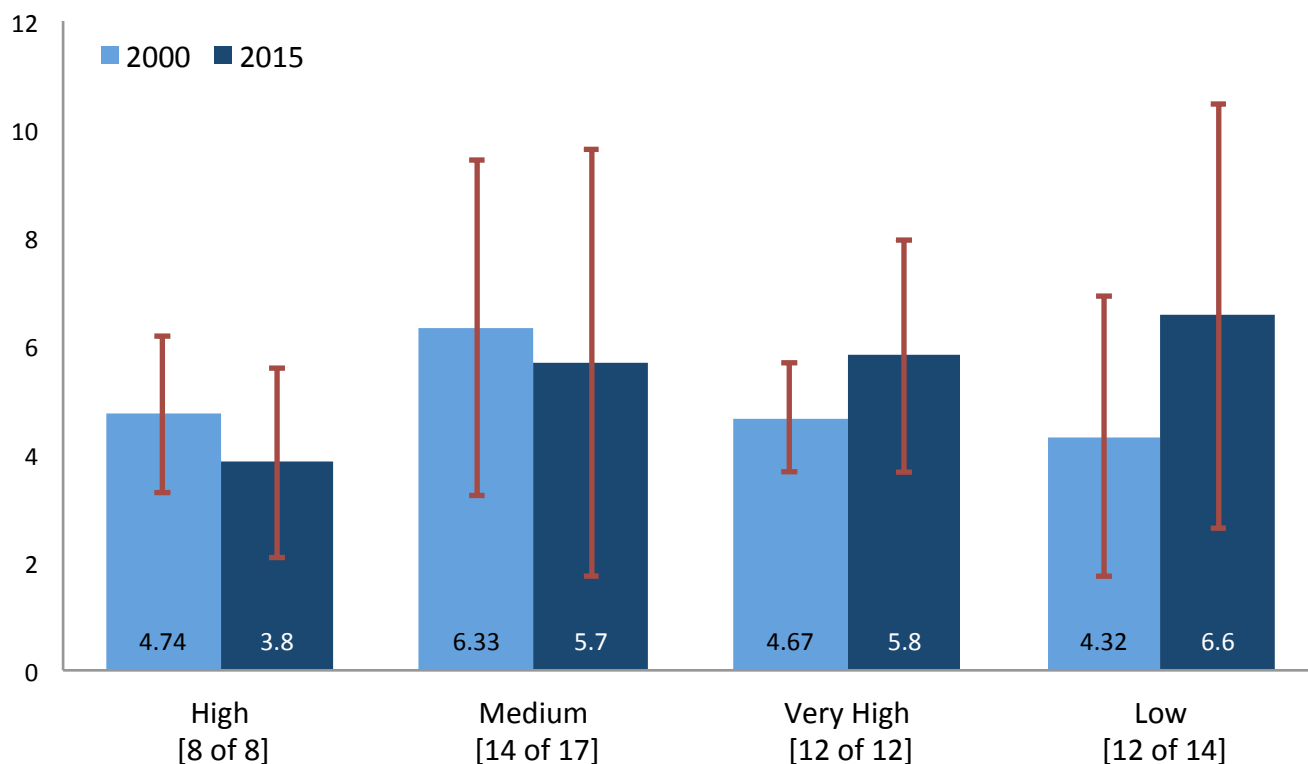


Chart 43: Average Percentage of Budget Spent on Education By Commonwealth Region (2000-2015)

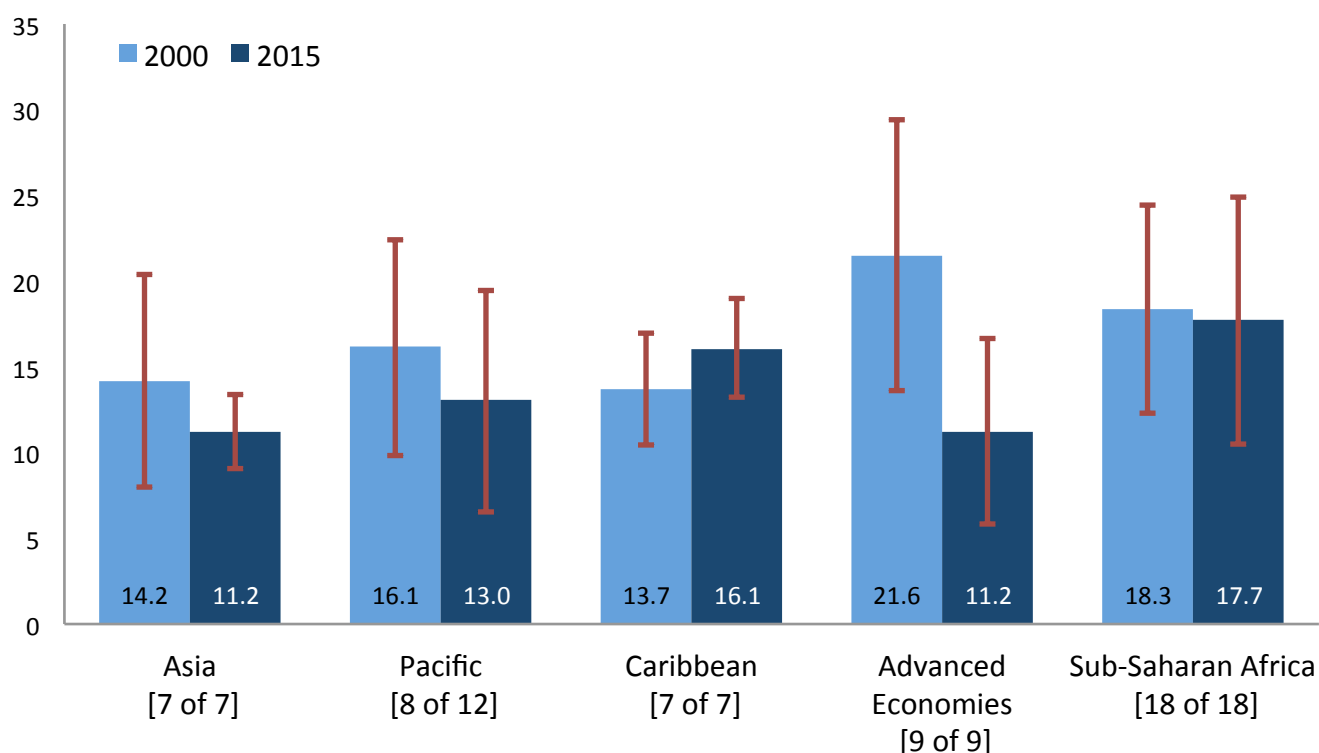
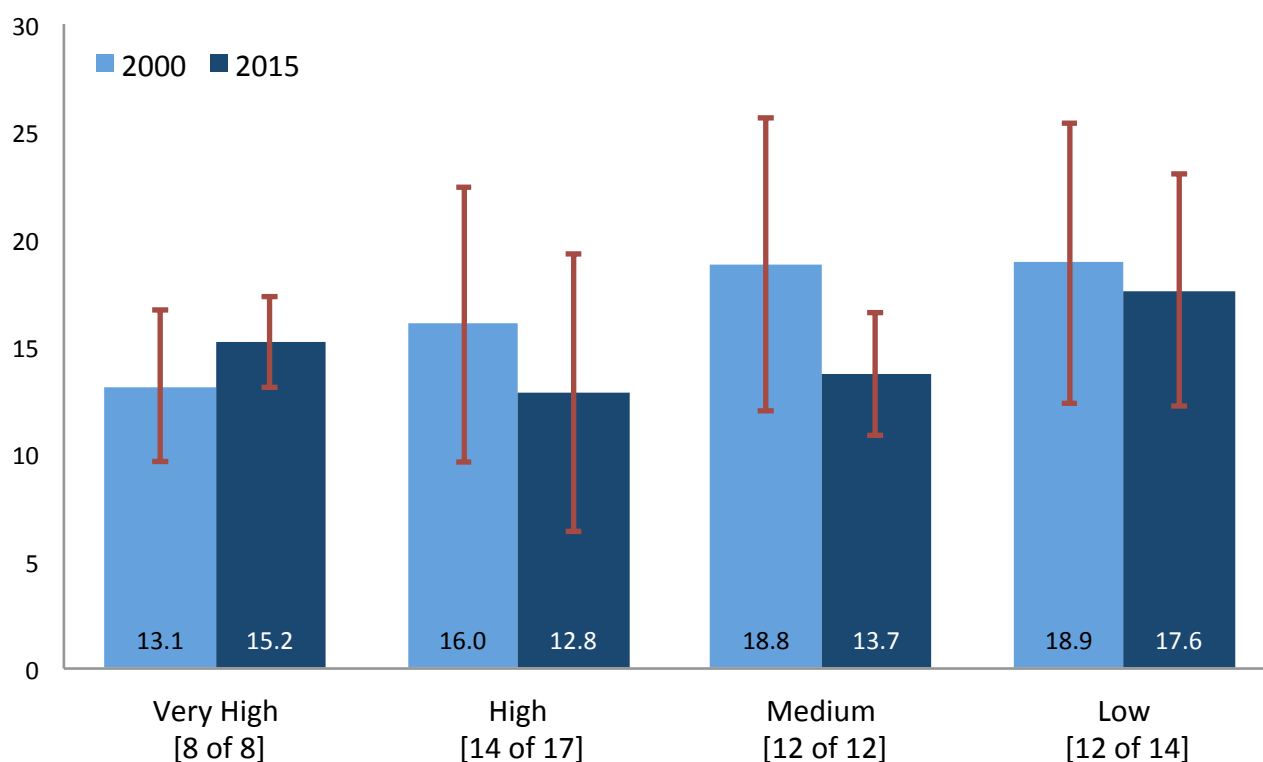


Chart 44: Average Percentage of Budget Spent on Education By Commonwealth Human Development Level (2000-2015)



devote just 3.3% of GDP to education.

A related matter concerns the proportion of government budgets devoted to education. Whatever the many problems in Tanzanian education, its government is spending even more in proportional terms than its counterpart in the United Kingdom (19.6% of the budget in Tanzania, 13.5% in the United Kingdom). However, inequality is again sharply evident when this is translated to actual funding. Tanzania is spending the equivalent of US\$0.14 per school-aged child per day, while the United Kingdom is spending the equivalent of US\$34. Were the Tanzanian government to hand its entire budget over the Ministry of Education and Vocational Training, the spending would not reach US\$1 a day. The problems in Tanzanian education, in this context, are not because the country is not trying hard enough. There are severe limits on what can be achieved in an economy in which Gross National Income per capita is US\$1,750 compared with a country in which it is US\$35,760 (see Chart 39 on page 69 for averages)

Educational Spending Gaps

UNESCO's EFA Global Monitoring Report Team has looked at the arithmetic on financing gaps for reaching universal pre-primary, primary and lower secondary education of good quality in low and lower-middle income countries between 2015 and 2030. The team's conclusion is that the annual gap is approximately US\$22 billion (UNESCO, 2015b: 1). We have plotted these gaps on Chart 45 and 46 on page 73. This estimate is based on the following sub-components:

- The annual total cost of achieving the goal in low and lower-middle income countries is projected to increase from US\$100 billion in 2012 to US\$239, on average, between 2015 and 2030. The increase will be particularly high in low-income countries because of the greater numbers of students and higher per-student expenditures to improve quality and address marginalisation.
- Improvements in quality as envisaged in the post-2015 agenda will be costly. Low-income countries will need to increase per student expenditures at primary level from US\$65 to US\$199 by 2030.
- Government spending by low-income countries will need to reach 5.4% of GDP. This represents an increase for pre-primary, primary and lower secondary education from 2.3% to 3.4% of GDP. Yet even with these increases, resources will not be sufficient.

Official Development Assistance

In this light, many people turn their attention to the role of foreign aid. The current standardized metric for foreign aid is the OECD's Official Development Assistance (ODA) framework. ODA is, in one sense, archaic. China, for example, is not an OECD member and does not report its assistance to the OECD, but has become increasingly important (Brautigam, 2010; King, 2013).

Only four Commonwealth countries present ODA data in the OECD list: the United Kingdom, Canada, Australia, and New Zealand. Collectively, these four Commonwealth countries delivered US\$14.4 billion of the total US\$101 billion in ODA recorded in 2013 (see Chart 48 on page 76). Of this, they allocated US\$1.5 billion to education out of the total US\$6.5 billion recorded globally (see Chart 47 on page 74). US\$318 million of this was for basic education, US\$2.3 billion for secondary education, and nearly US\$200

Chart 45: Projected Annual Spending in Lower Income Commonwealth Countries vs UNESCO Estimated Requirements [Primary] (2000-2030)

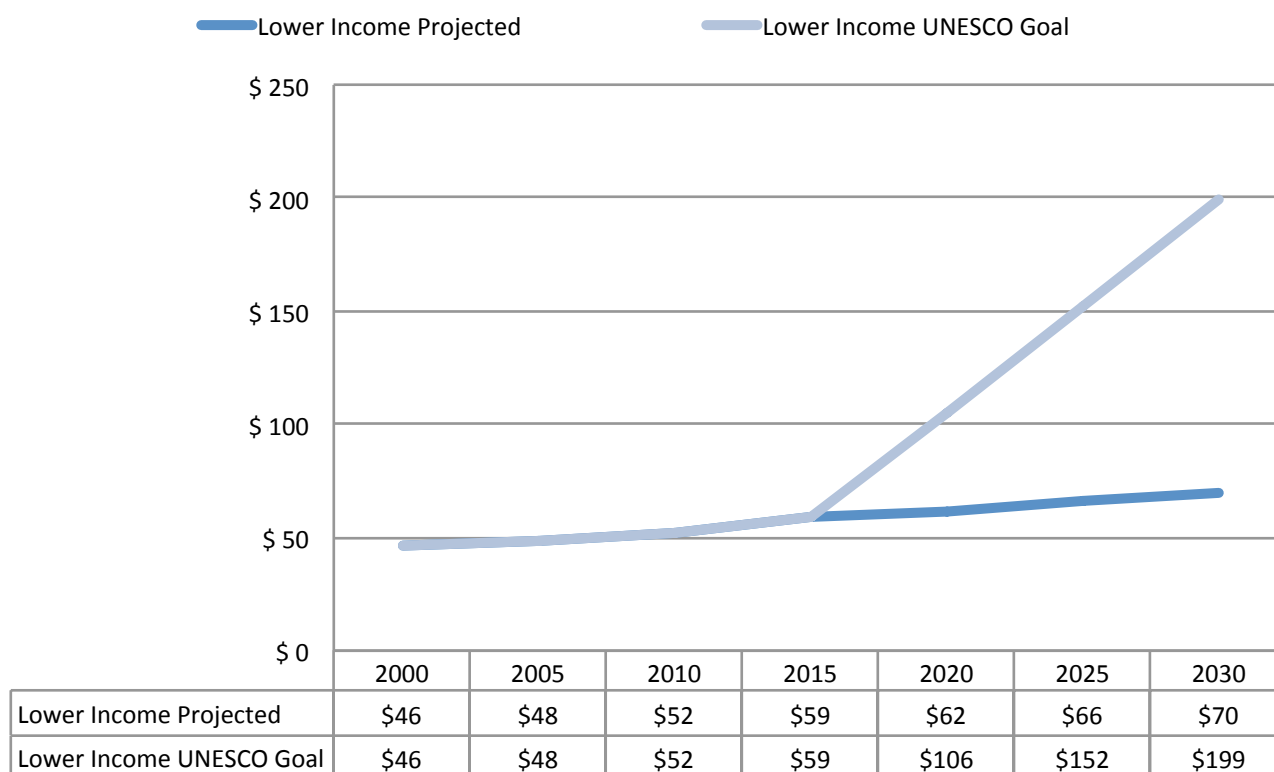
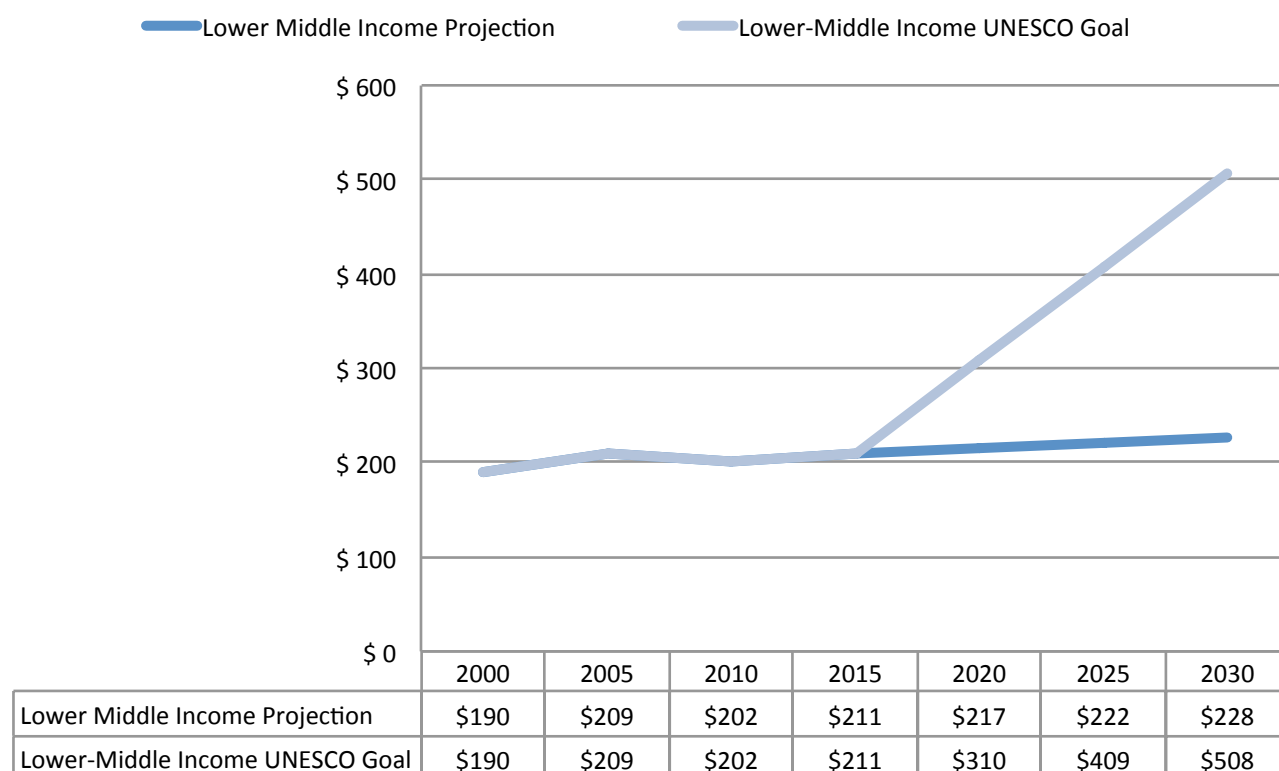


Chart 46: Projected Annual Spending in Lower-Middle Income Commonwealth Countries vs UNESCO Estimated Requirements [Primary]



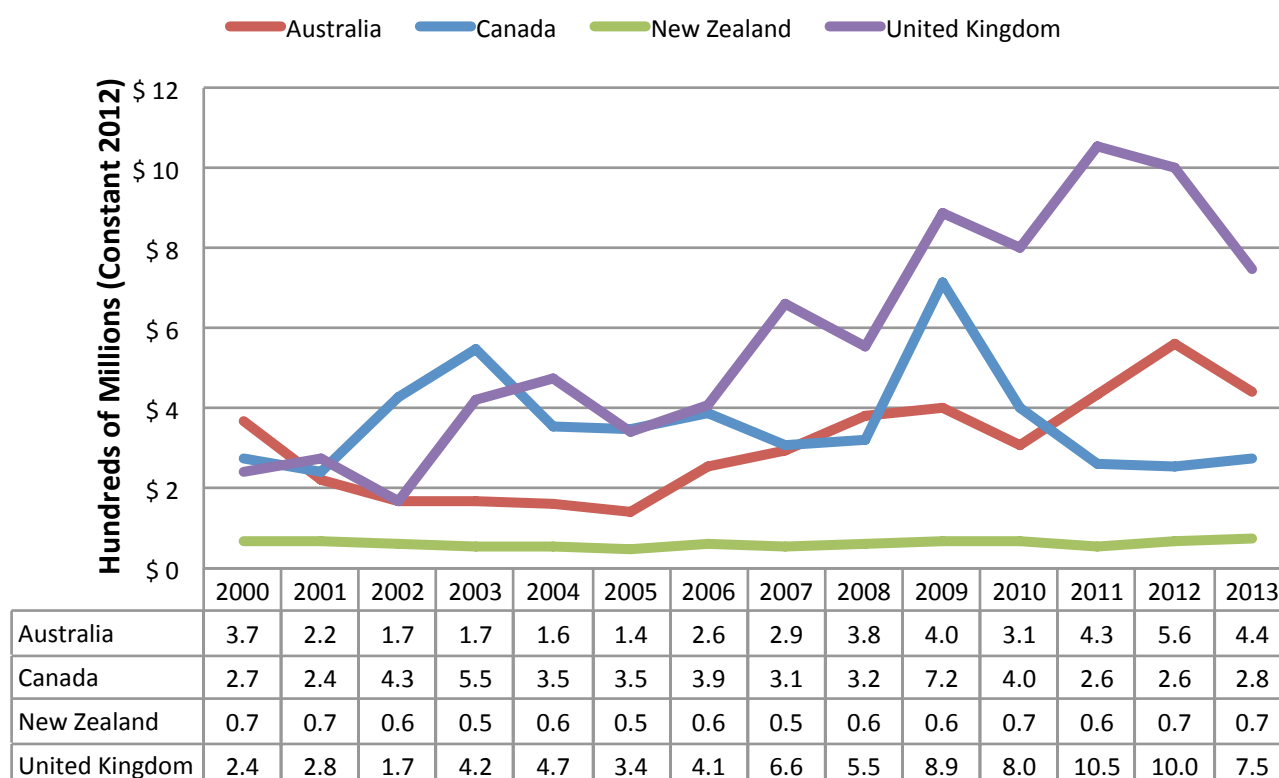
million for post-secondary education (see Chart 51 on page 77). US\$668 million was categorized as ‘unspecified’ but related to education.

Such resourcing is both substantial and insubstantial. US\$1.5 billion for education in one year from just four countries is undoubtedly a lot of money. Yet, as a fraction of total wealth it is relatively insignificant. Australia, for instance, allocated US\$4.4 billion in total ODA, yet this amounted to 0.035% of the country’s GDP. The United Kingdom allocated US\$6.2 billion, yet this was only 0.04% of GDP. New Zealand led the way in providing 0.055% of its GDP as ODA. Jeffrey Sachs (2008; 2012) and the Bill Gates (2015) articulate the case that much more can be raised, and spent in better ways, for major impact. Critics feel that there has already been too much spent, to too little effect, with demonstrably negative impacts on political economy (see e.g. Easterly, 2006; Moyo, 2009).

The limits and possibilities of ODA within the Commonwealth become clearer when related to quality and access. On average, SSA Commonwealth countries are spending less than a dollar a day on education (see Chart 39 on page 69). Asia, in contrast, is often praised for having massified education. Model A would bridge that gap. Because Asian Commonwealth countries are spending an average of US\$3.30 a day per student, reaching the same level of funding in SSA Commonwealth countries would require US\$13.3 billion in ODA per year. The good news is that Commonwealth countries are already spending near this level in ODA. The bad news is that it would absorb 93% of current ODA funding and leave no room for healthcare, agriculture, infrastructure, good governance, and other ODA categories.

Setting sights a little lower, Model B would ask what rich Commonwealth countries

Chart 47: Commonwealth Official Development Assistance (ODA) to Education by Commonwealth Country



could do to help SSA out-of-school children. The estimates indicate 11.8 million out-of-school primary-aged students in SSA Commonwealth countries. Using the assumption of US\$300 to give them a decent education, the total annual bill would be US\$3.5 billion. This would require re-purposing 25% of existing Commonwealth ODA, which would be 2.3 times more on education ODA than is currently funded.

This commentary highlights both the limits and possibilities of ODA. Within the existing political framework of ODA, a proposal like this seems unlikely to be accepted - especially at the end of a 15 year run of Education for All and Millennium Development Goals that focused precisely on this target. At the same time, it would seem eminently achievable. Funding of SSA Commonwealth primary-aged students at Asian Commonwealth levels would require a commitment of only 0.2% of the annual GDP of the United Kingdom, Canada, Singapore, Australia, New Zealand, and Canada. Funding the lower goal of US\$300 per out-of-school primary-aged youth in SSA Commonwealth countries would require a commitment of just 0.06% of their GDP.

The issue is both more simple and more complex than it appears. It is simple in that inequality is one of the defining issues of our era and there is broad consensus that transferring wealth from the top to the bottom is a key component in any inequality-reduction strategy. Yet consensus and simplicity shatter when we try to envision what this would look like. Decades-old debates have focused on whether this should be government-to-government transfer, government-to-civil society transfer, or civil society-to-civil society transfers via the largesse of citizens in the global North. Who, specifically, gives what to whom? And who on the receiving-end can be trusted to deliver 'results' and 'value-for-money'?

Even were the first question answered, more than half a century of experience has failed to deliver a clear set of technical guidelines and 'best practices' (Cullather, 2011; Easterly, 2014; Ramalingam, 2014). Even the most established ideas in development have found their credibility called into question by various randomized control trial (RCT) studies (see Banerjee & Duflo, 2011). This has led to a deep questioning of 'what works', with the evidence pointing at the answer 'not much'. Even former 'star children' of development, like micro-credit, are increasingly under attack for ineffectiveness and unintended consequences (Biswas, 2010; Sandefur, 2014).

We are left, then, with the message that both Model A and Model B are expensive. If the model were to transfer funds on a government-to-government basis, the finance would most likely come in the form of a block grant. This block grant would give wide discretion to local ministries of education to spend the money how and where they see fit. The current model, however, favors government-to-civil-society transfers as categorical grants. Thousands of organizations - government, non-government, and private - would be awarded contracts, evaluated on performance, and given relatively small domains in which to work. Following the Gates Foundation model, which is very similar to the World Bank model, monitoring would make sure that funds get moved to organizations with the best proven track record.

These themes highlight the need for continued attention to international flows of aid. They should of course also be placed in the context of wider approaches to economic growth in low-income countries and cost-sharing between government and other actors.

Chart 48: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA

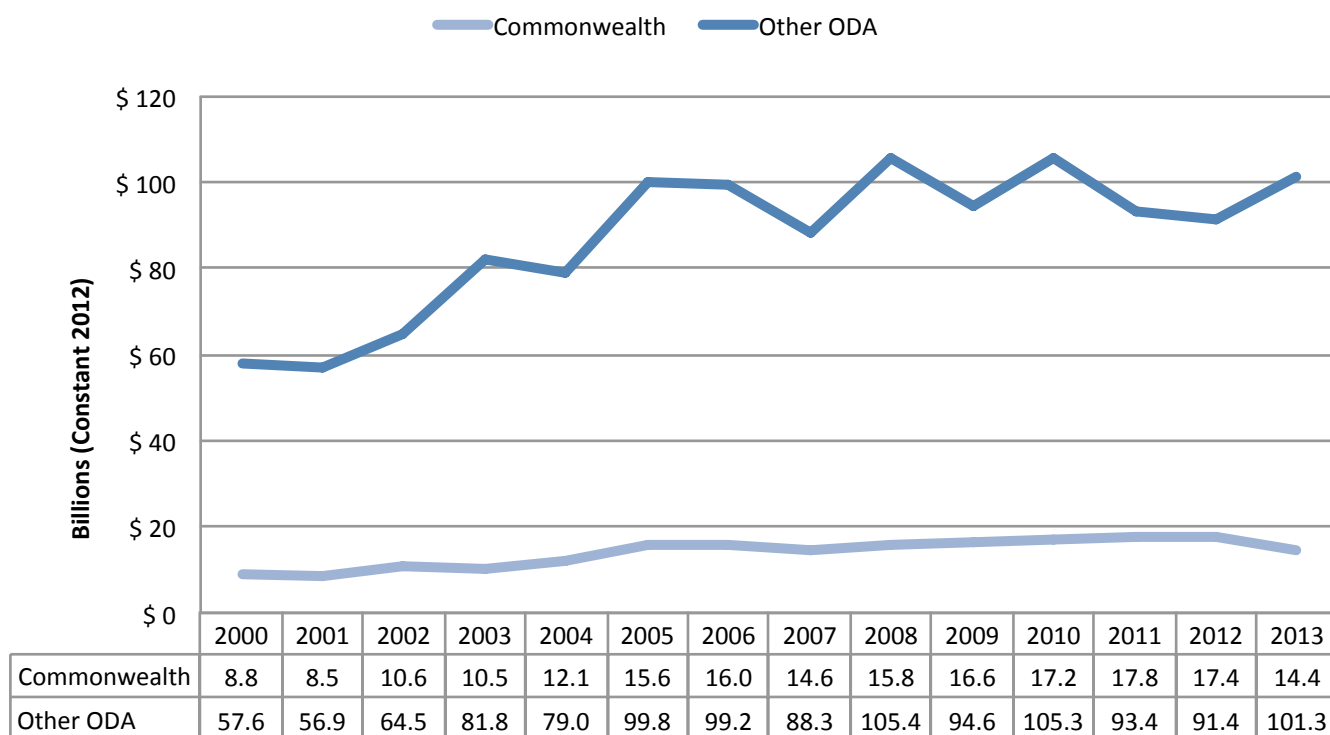


Chart 49: Commonwealth Contributions to OECD Official Development Assistance (ODA) in Relation to Global ODA Categorized as Education

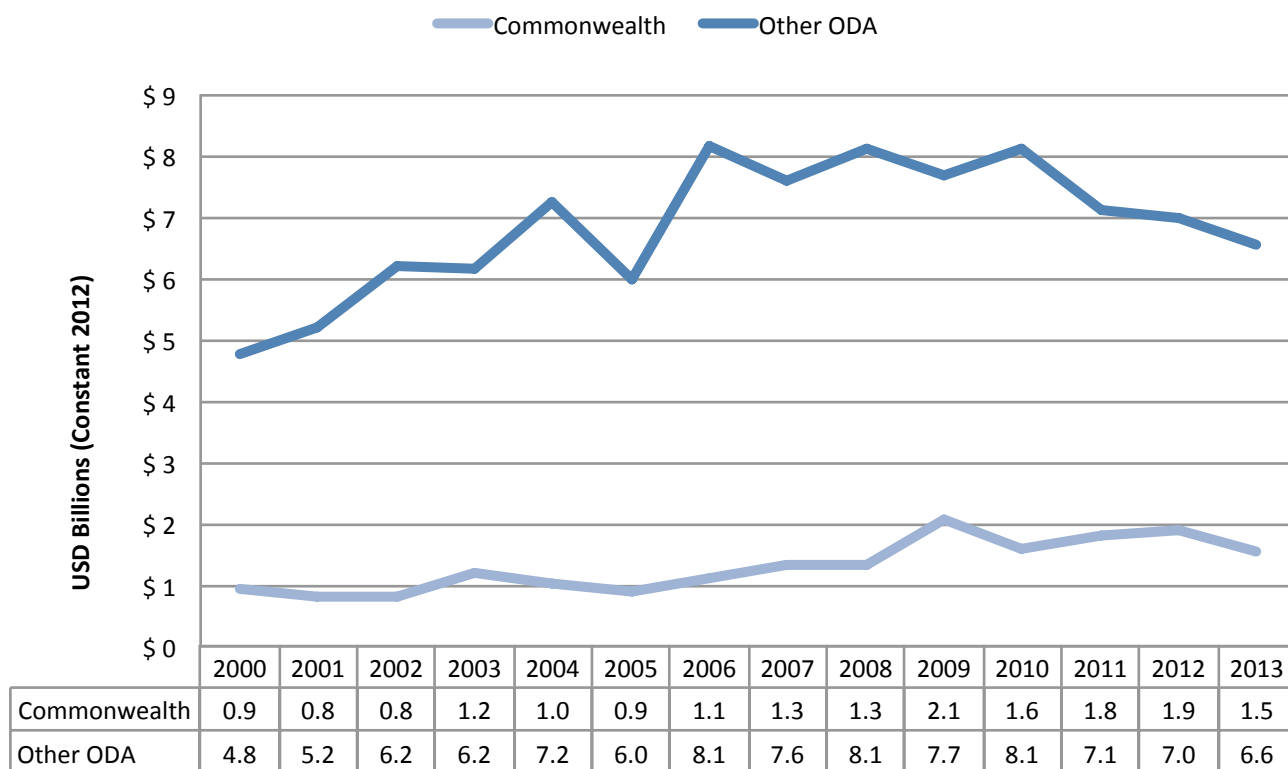


Chart 50: Official Development Assistance (ODA) Total Percentage Education By Commonwealth Country and Non-Commonwealth ODA Spending

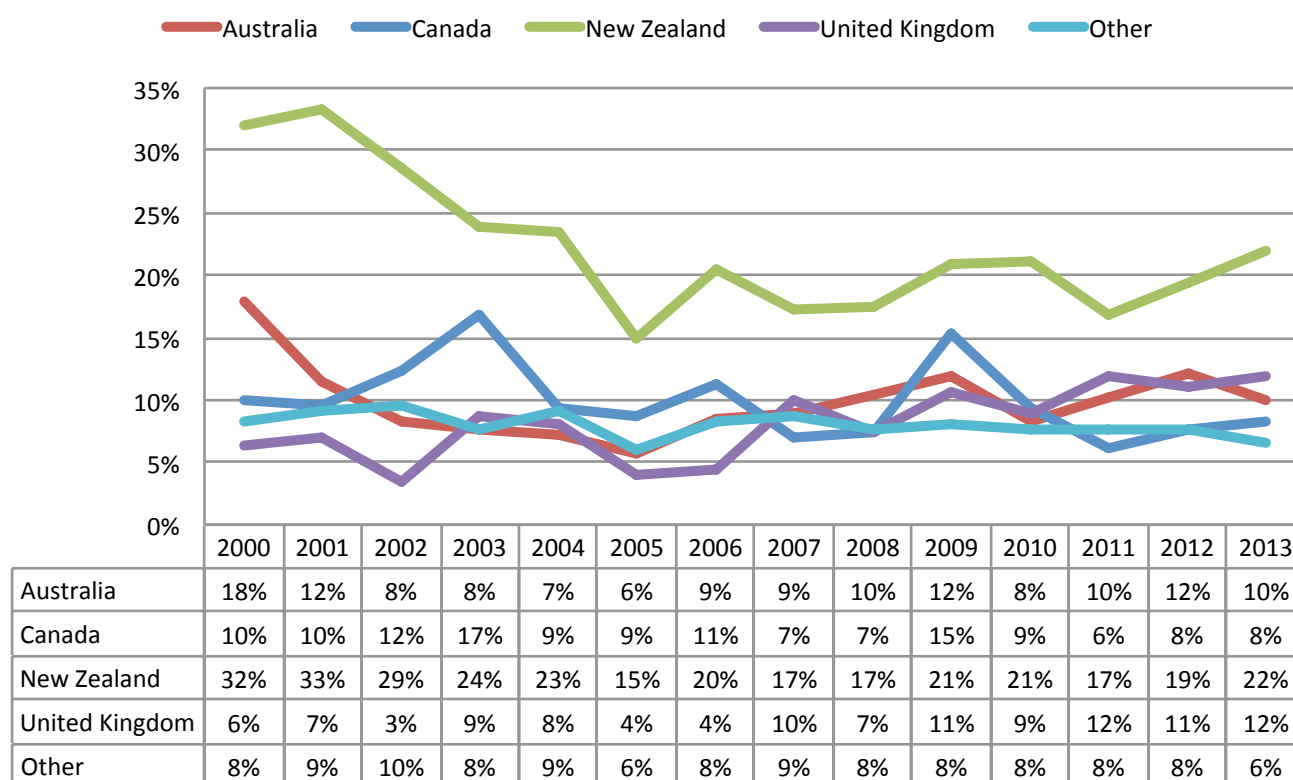


Chart 51: Commonwealth Official Development Assistance (ODA) to Education by Project Type

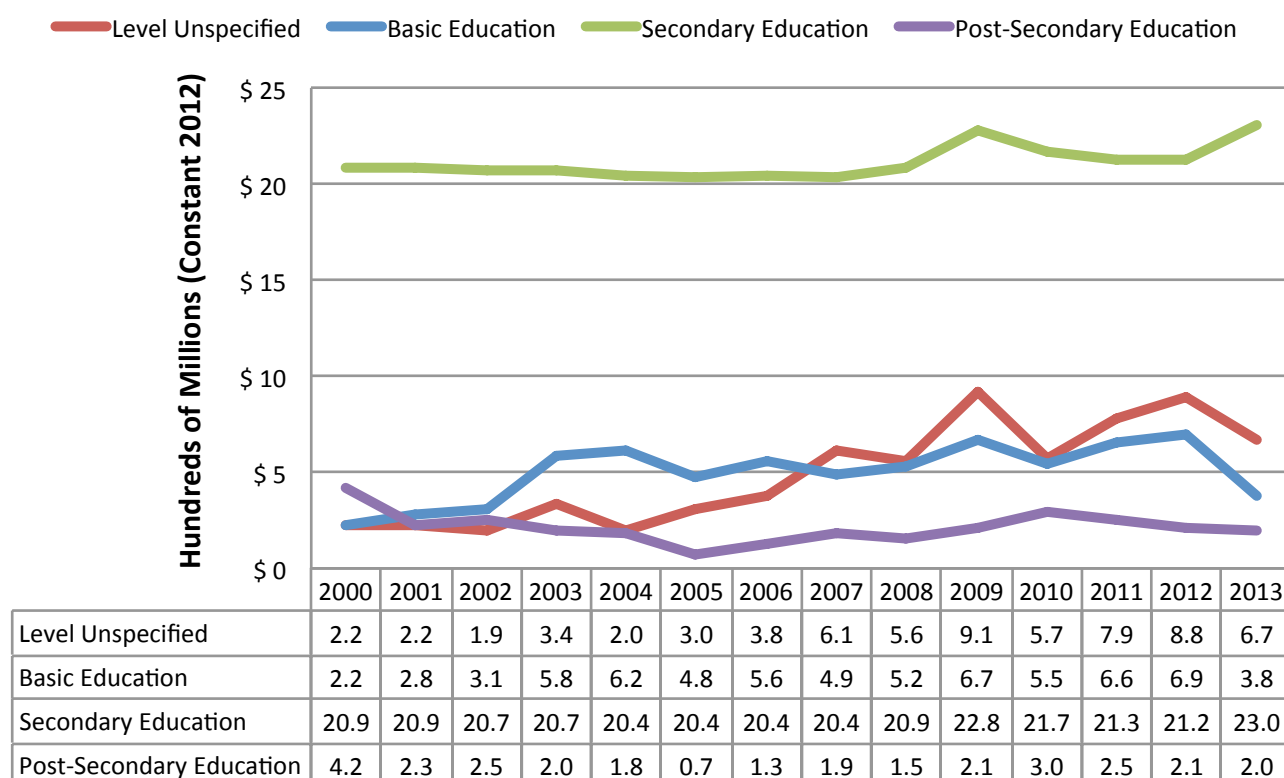


Chart 52: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA For Basic Education Projects

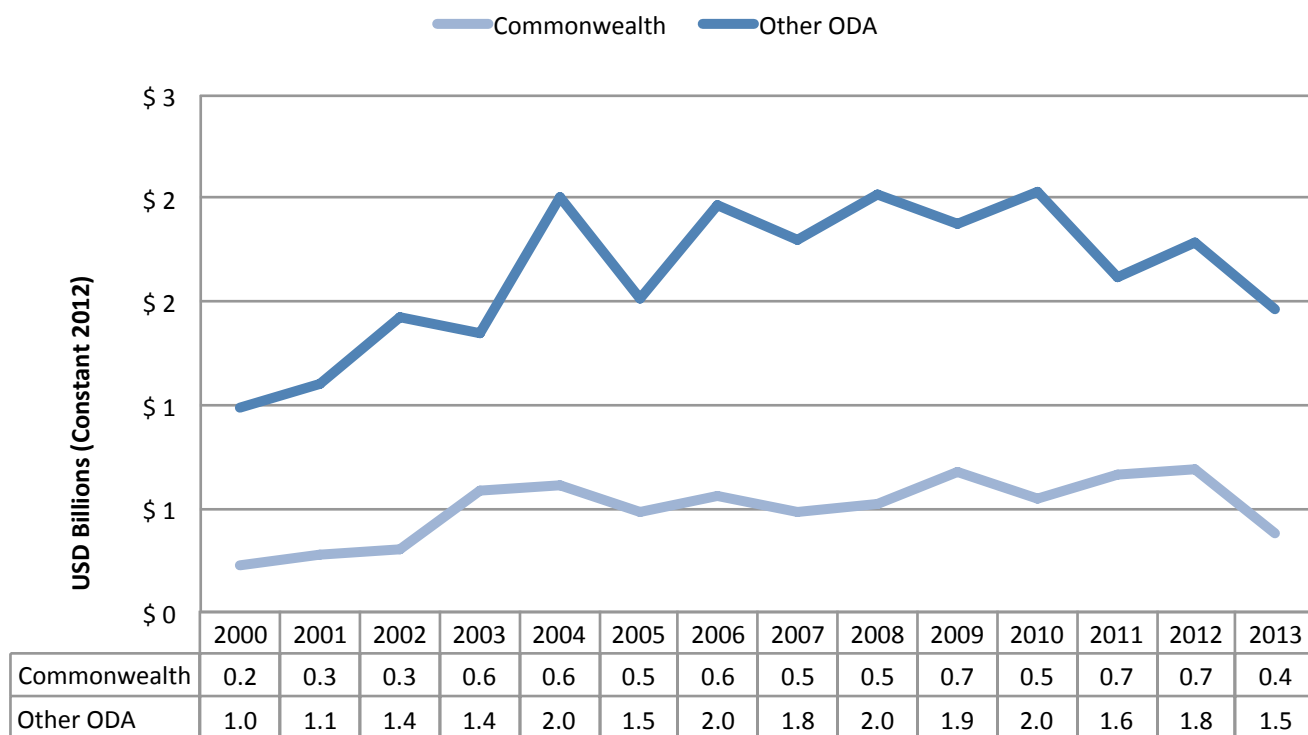


Chart 53: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA For Secondary Education

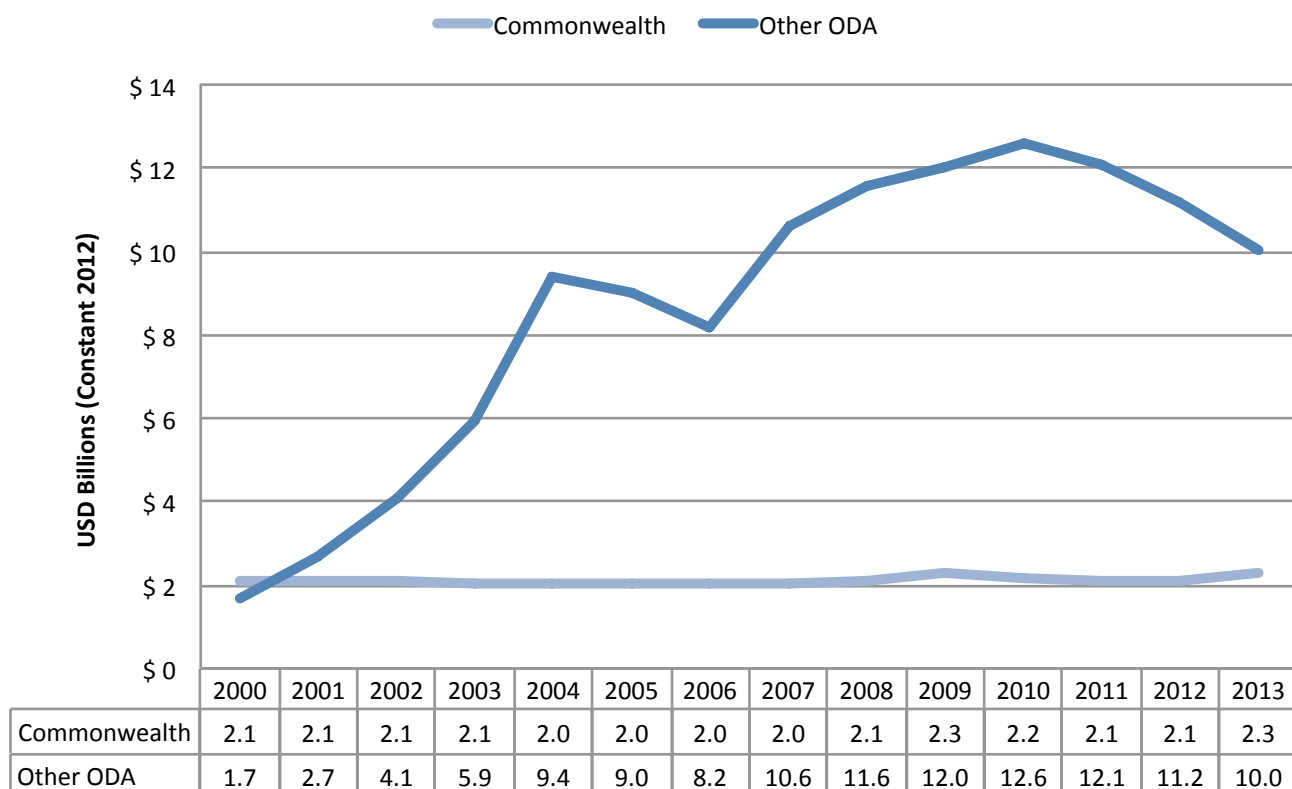


Chart 54: Commonwealth Official Development Assistance (ODA) to Basic Education

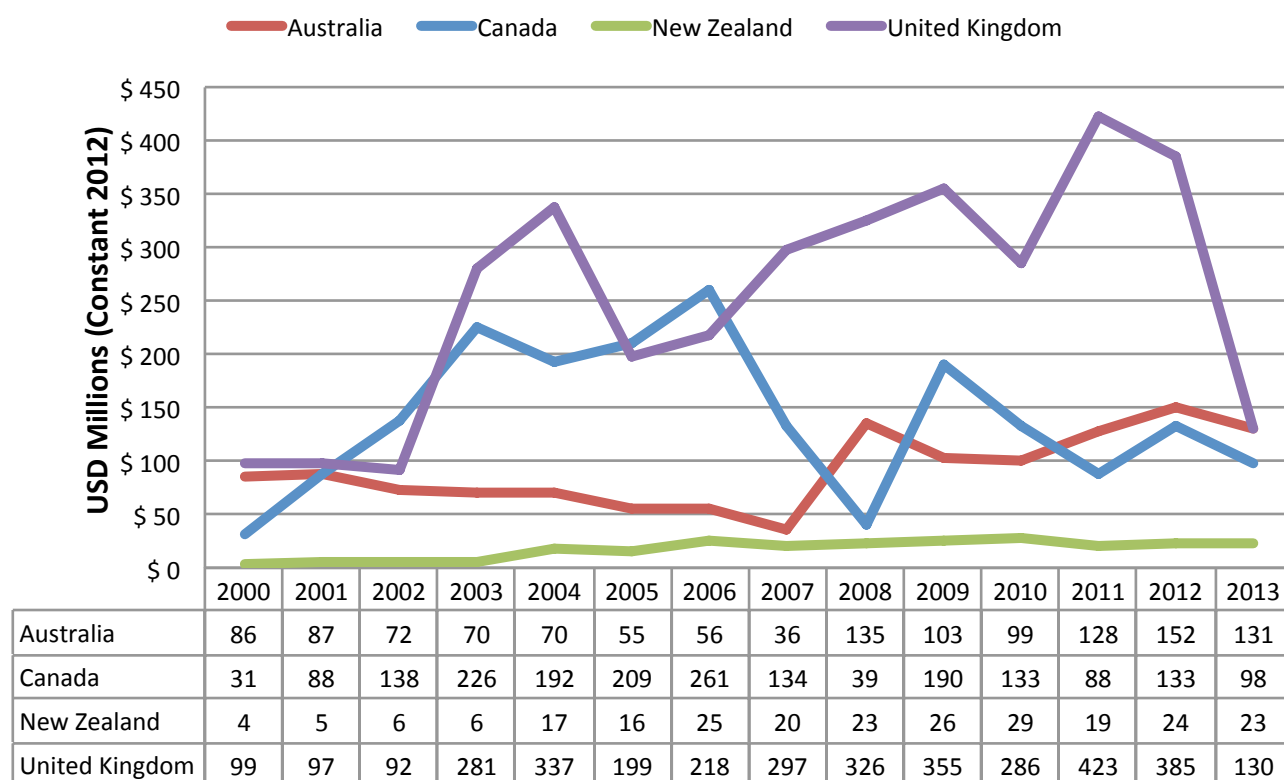
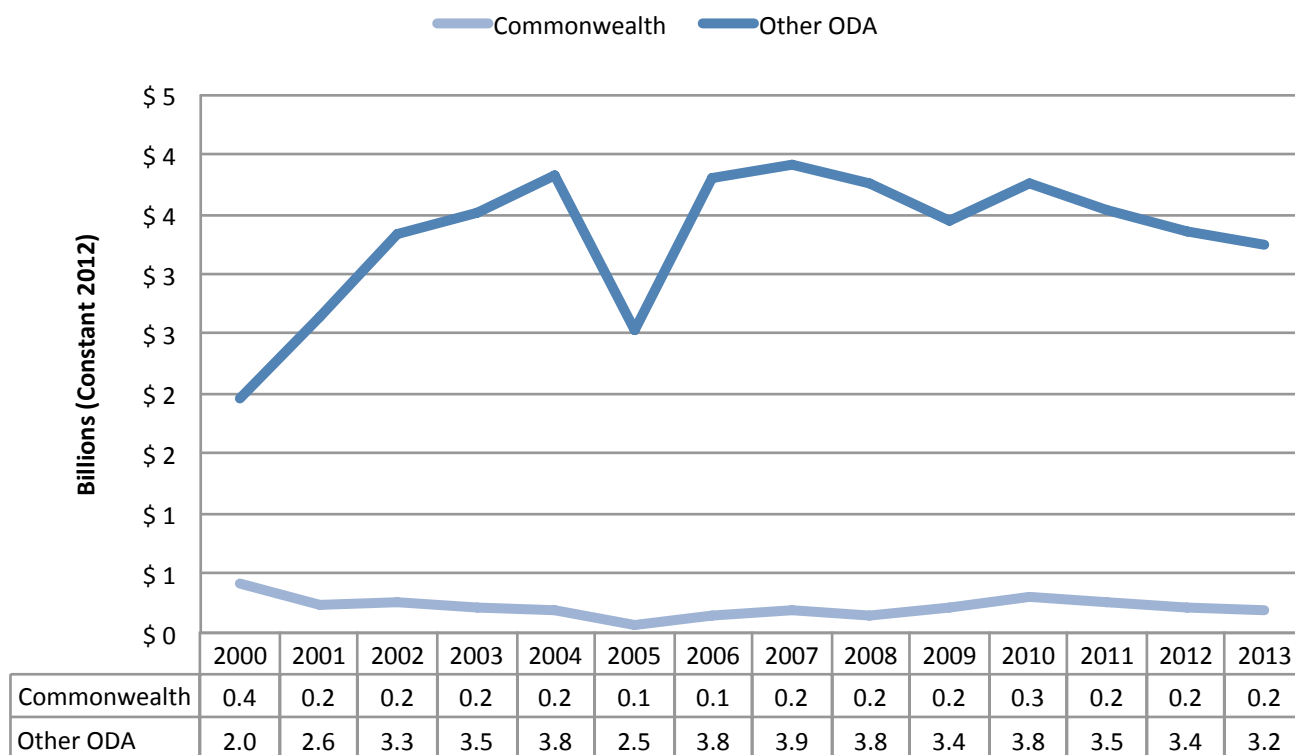


Chart 55: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA for Post-Secondary Education



Status and Trends By Region

7

Advanced Economy Commonwealth Countries

Seven countries are in this group, namely Australia, Canada, Cyprus, Malta, New Zealand and the United Kingdom. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, and government expenditures on education.

Pre-primary Education

Pre-primary net enrolment rates rose in all countries between 2000 and 2015 (Chart 56 on page 84). In Malta they had already reached 90% in 2000, and were close to 100% in 2015. New Zealand was second in magnitude. Cyprus achieved particularly significant gains. It commenced with a net enrolment rate of just 52%, but reached 80% in 2015.

Chart 57 on page 85 shows pre-primary school life expectancy. In most countries this increased, with Cyprus again showing a particularly noteworthy expansion from 1.8 years in 2000 to 2.6 years in 2015. By contrast, Australia is reported to have diminished its pre-primary school life expectancy – from 1.2 years in 2000 to 0.6 years in 2015.

Primary Schooling

Canada was reported to have an adjusted net enrolment rate of 100% throughout the period (Chart 58 on page 86). Most other countries were close to 100%, but Australia and Malta were reported to have commenced the period at lower rates. In both these countries, significant gains were achieved by 2015.

The corollary (Chart 59 on page 87) shows the number of primary aged out-of-school children. Most of them were in Australia followed by the United Kingdom. Concerning primary school teacher-pupil ratios, Singapore made a dramatic advance (Chart 63), while Canada made a slight decline, the United Kingdom was stable, and the three other countries shown achieved advances. Data were missing for Australia.

Secondary Schooling

At the lower secondary level, most countries had relatively stable adjusted net enrolment rates, though Malta achieved an increase from 80% in 2000 to 90% in 2015 (Chart 62 on page 90). New Zealand was consistently at the top, close to 100%. Again Australia

and the United Kingdom had the largest numbers of out-of-school children at the lower secondary level.

At the upper secondary level, all countries achieved increases (Chart 64 on page 92). Malta had an interesting pattern of fluctuation but nevertheless reached 2015 with a much higher rate than it had had in 2000.

Youth Unemployment

Fluctuations were also evident in the patterns of youth unemployment (Chart 65 on page 93). Cyprus commenced the period with the lowest level (9%), but ended the period with the highest level (23%). Youth unemployment rates also rose in the United Kingdom, but declined slightly in Australia and Singapore.

Government Expenditures on Education

Among the countries, Singapore generally had the highest proportion of its budget devoted to education, rising at one point from 15% to over 25% (Chart 66 on page 94). Canada and the United Kingdom were more stable at about 13%. Malta commenced the period at the lowest level, but significantly increased its allocation.

When translated into spending per student day (Chart 67 on page 95), significant differences emerge. Australia was consistently the highest while Malta and Singapore were consistently the lowest. In 2015, Australia was estimated to be spending nearly \$40 per student while Singapore was spending less than \$15.

ECCE in the Advanced Economies

Chart 56: Pre-Primary Net Enrolment Rates (NER) in Advanced Economy Commonwealth Countries (2000-2015)

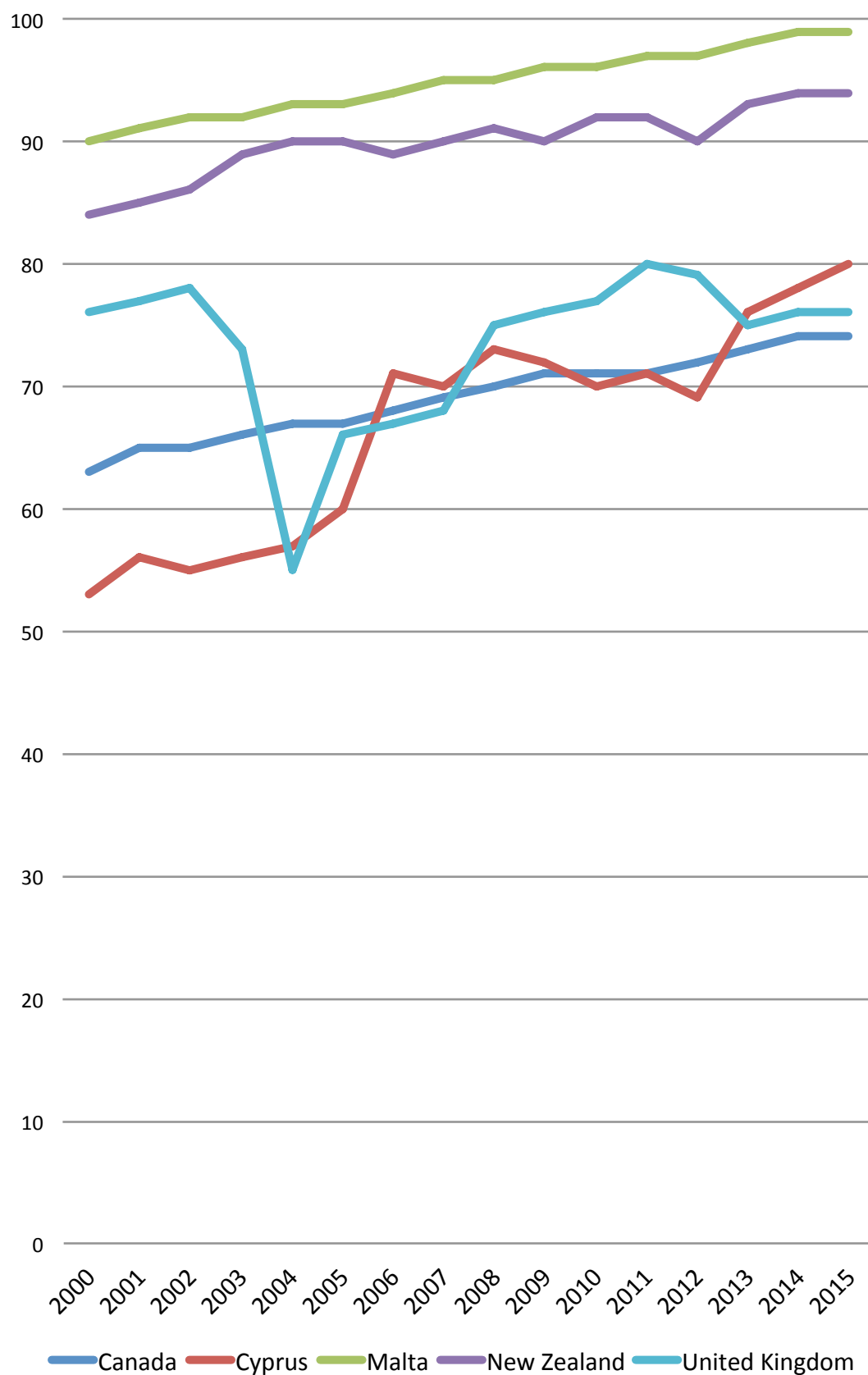
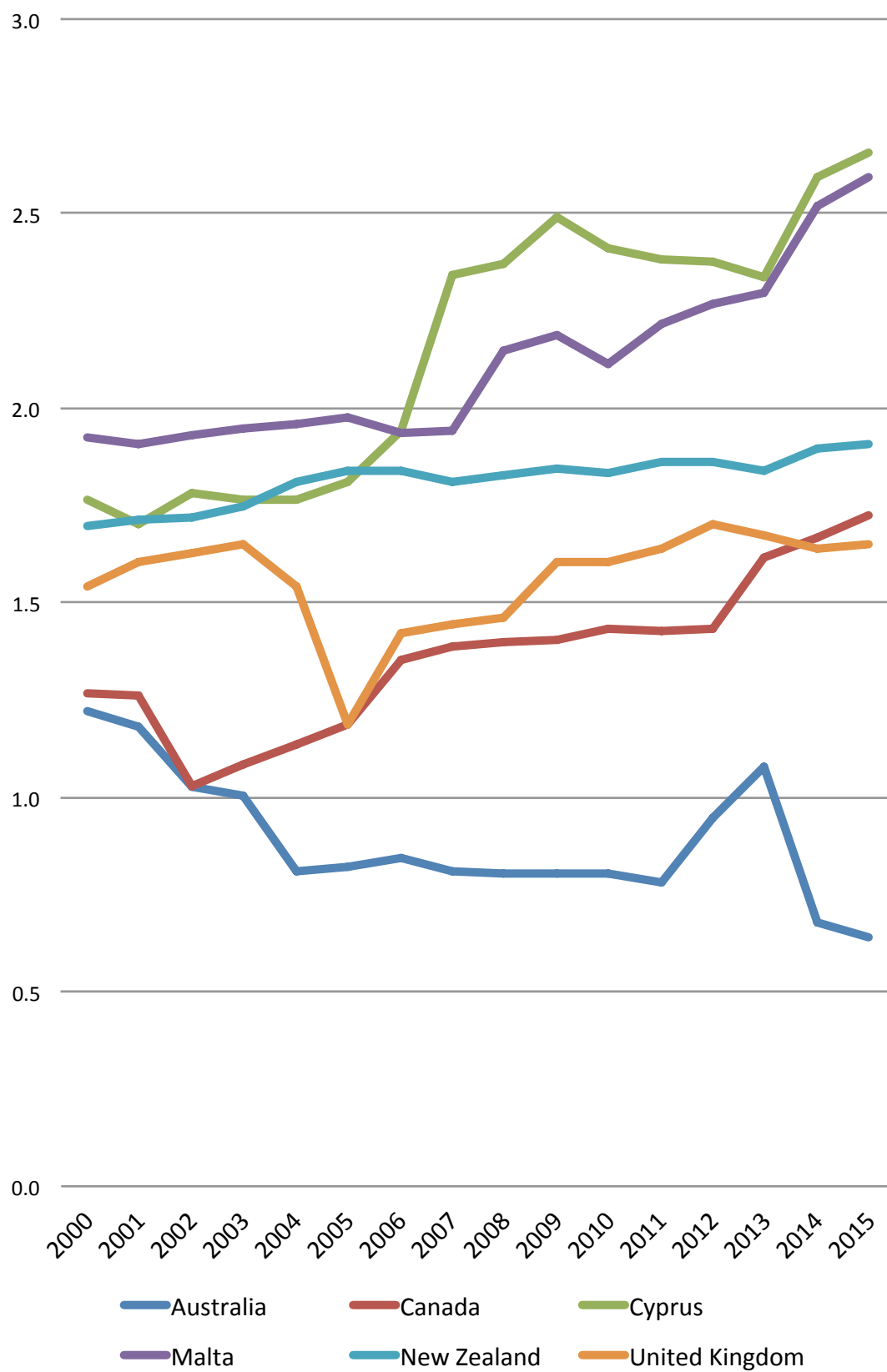


Chart 57: Pre-Primary School Life Expectancy (SLE) in Advanced Economy Commonwealth Countries (2000-2015)



Primary Schooling in the Advanced Economies

Chart 58: Primary Adjusted Net Enrolment Rate (ANER) in Advanced Economy Commonwealth Countries (2000-2015)

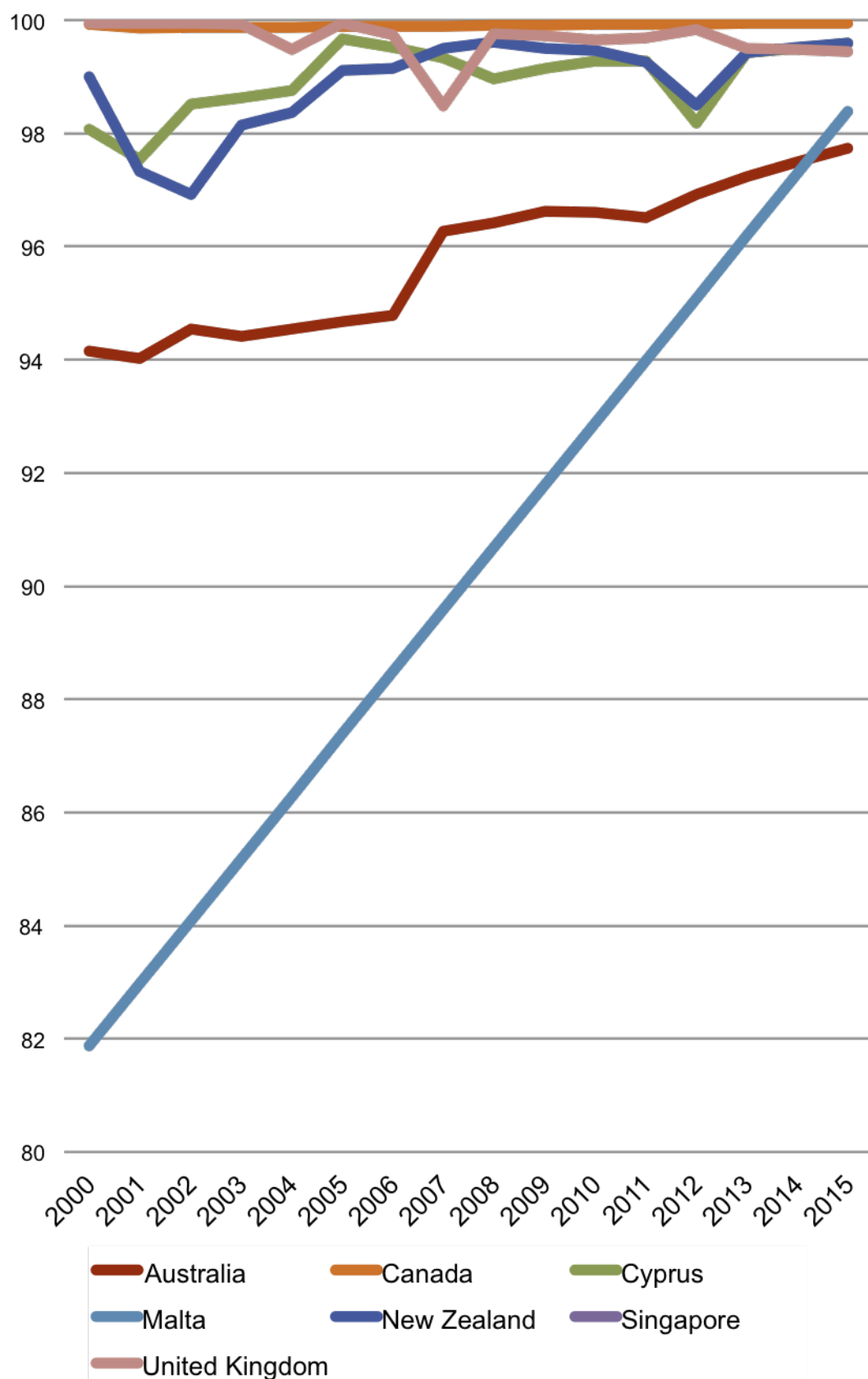
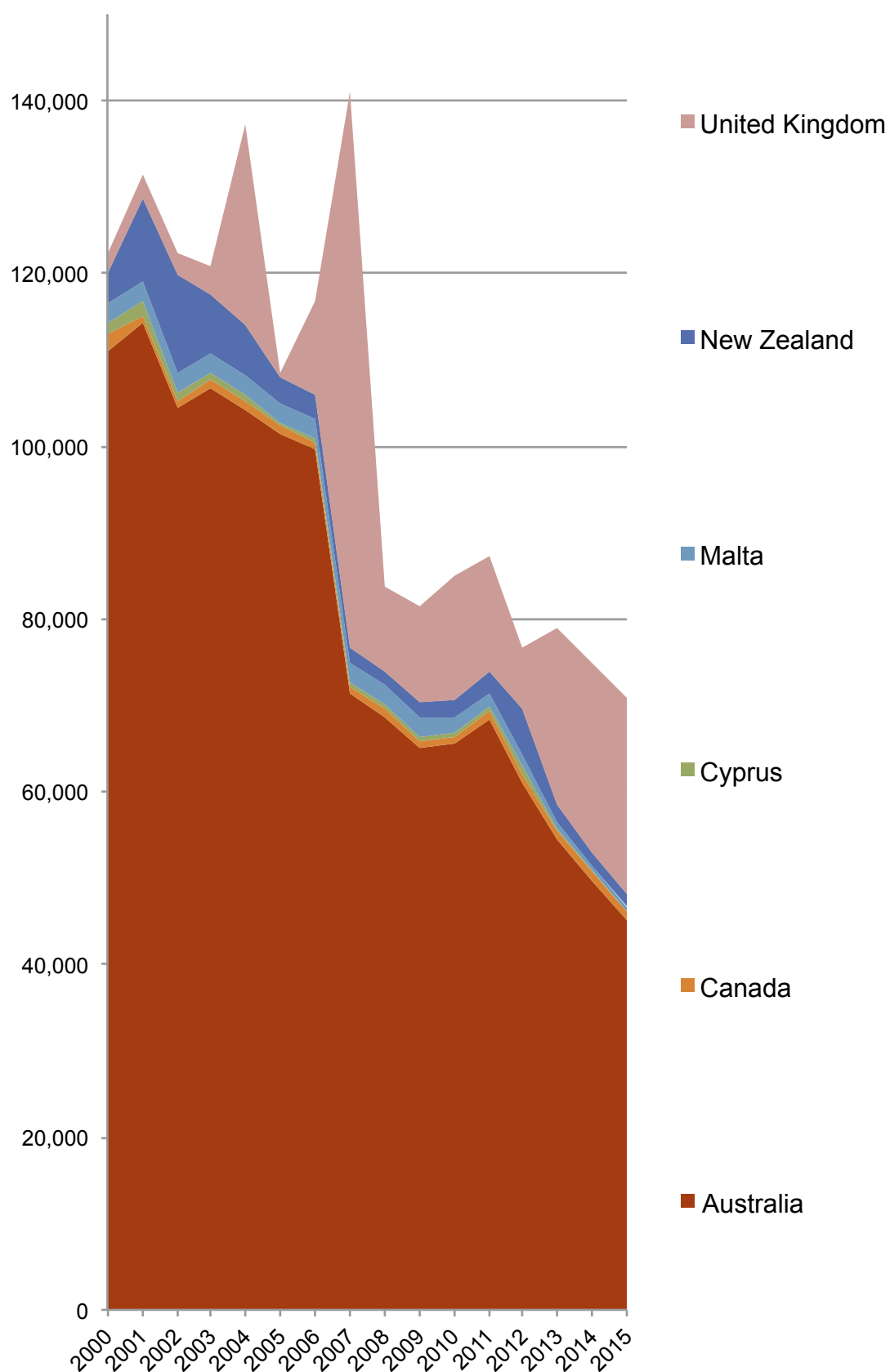


Chart 59: Primary Aged Out-of-School Children in Advanced Economy Commonwealth Countries (2000-2015)



School-Aged Demographics in the Advanced Economies

Chart 60: Primary School Aged Population and Out-Of-School Youth in Advanced Economy Commonwealth Countries (2015 Estimate)

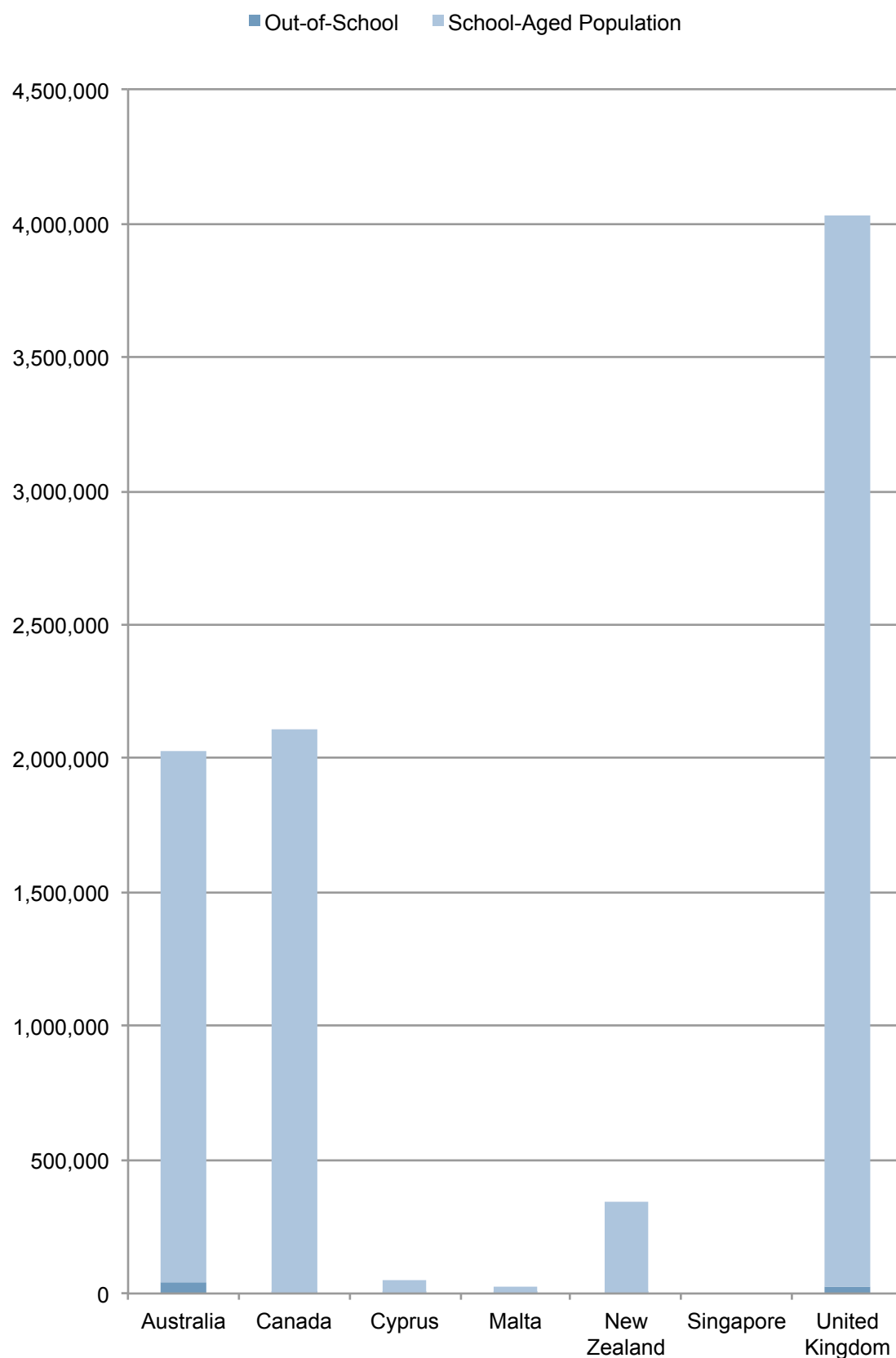
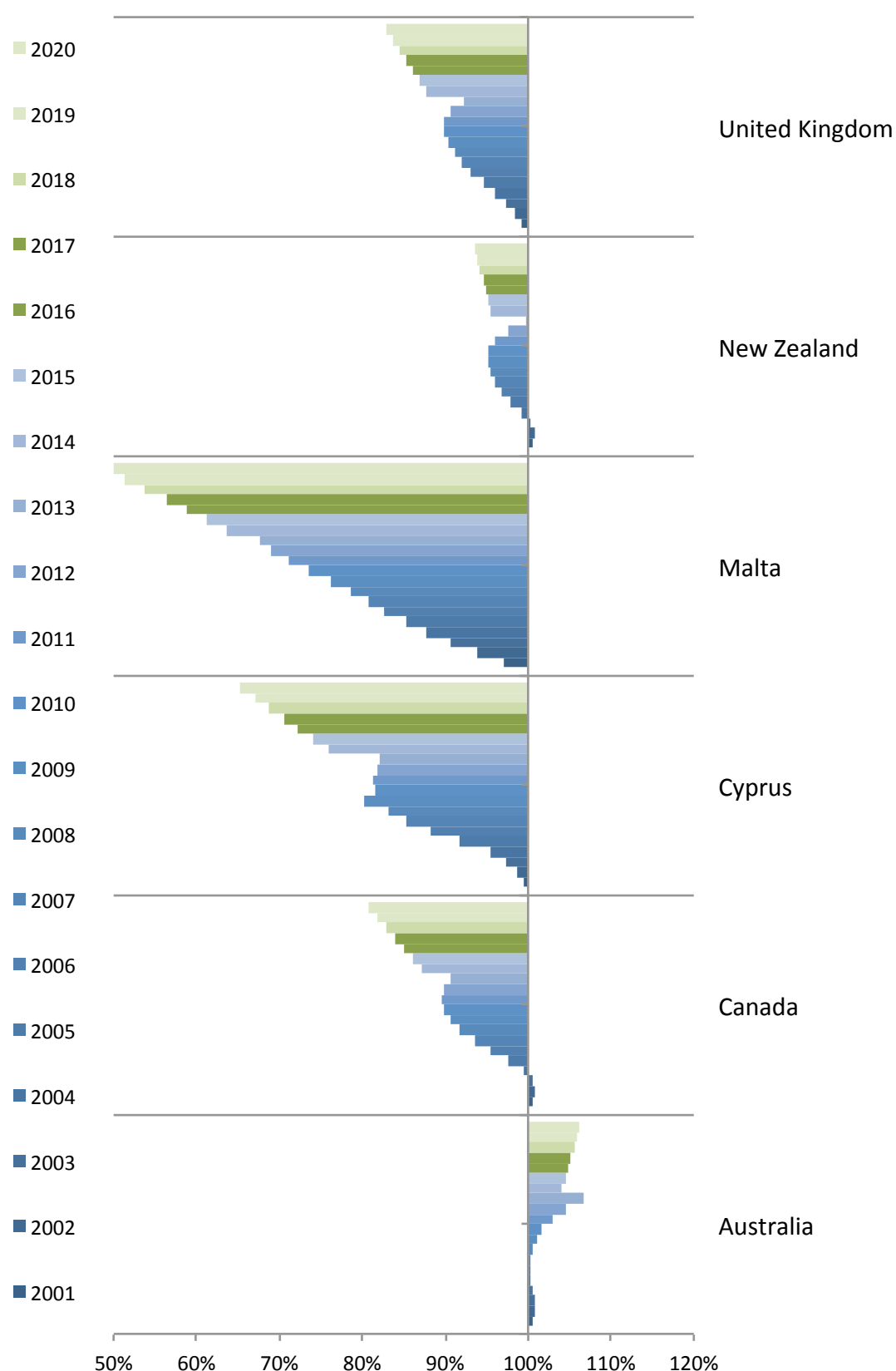


Chart 61: Percentage Change in Primary School-Aged Population In Advanced Economy Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in the Advanced Economies

Chart 62: Lower Secondary Adjusted Net Enrolment Rates (ANER) in Advanced Economy Commonwealth Countries (2000-2015)

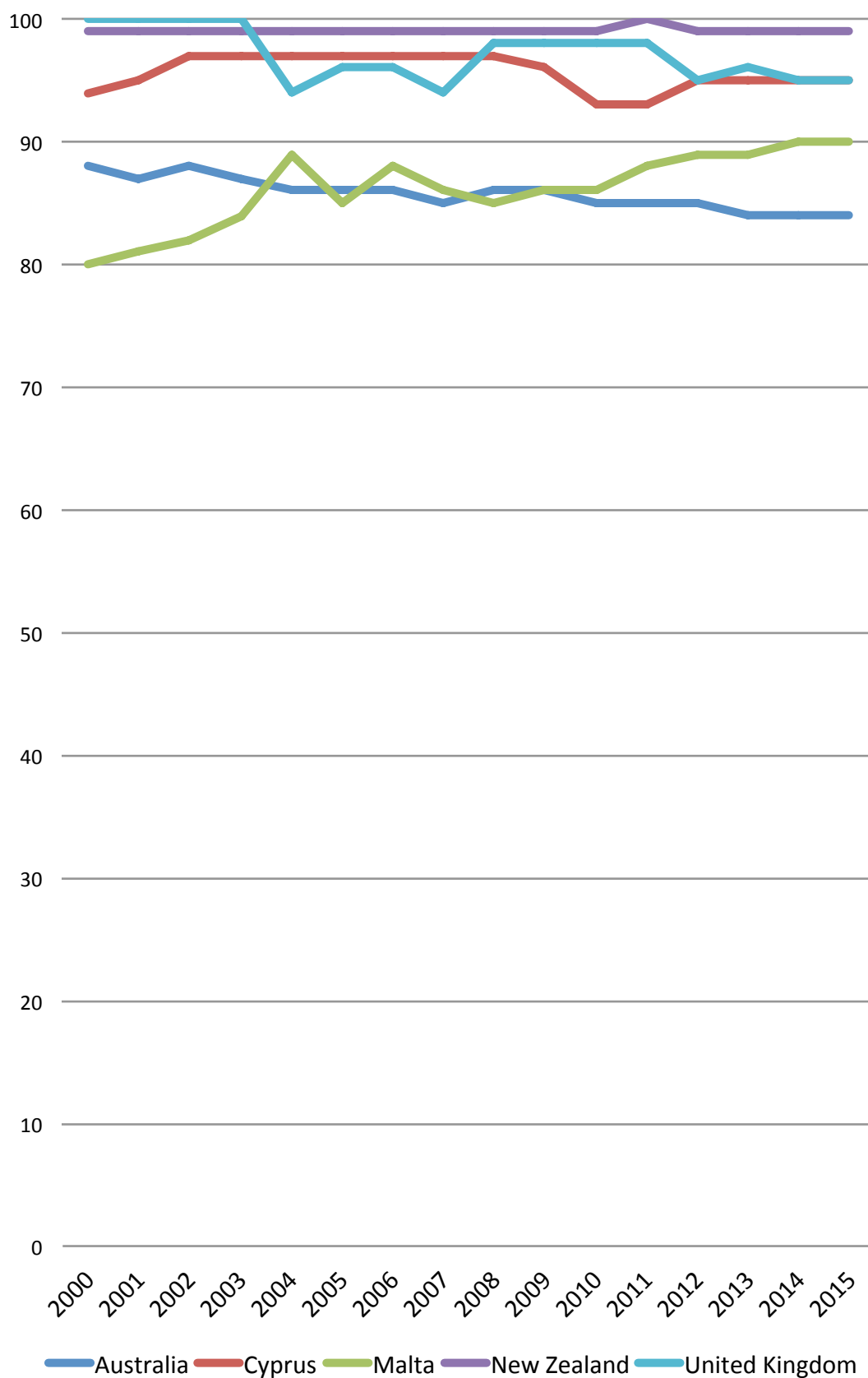


Chart 63: Lower Secondary Aged Out-of-School Children in Advanced Economy Commonwealth Countries (2000-2015)

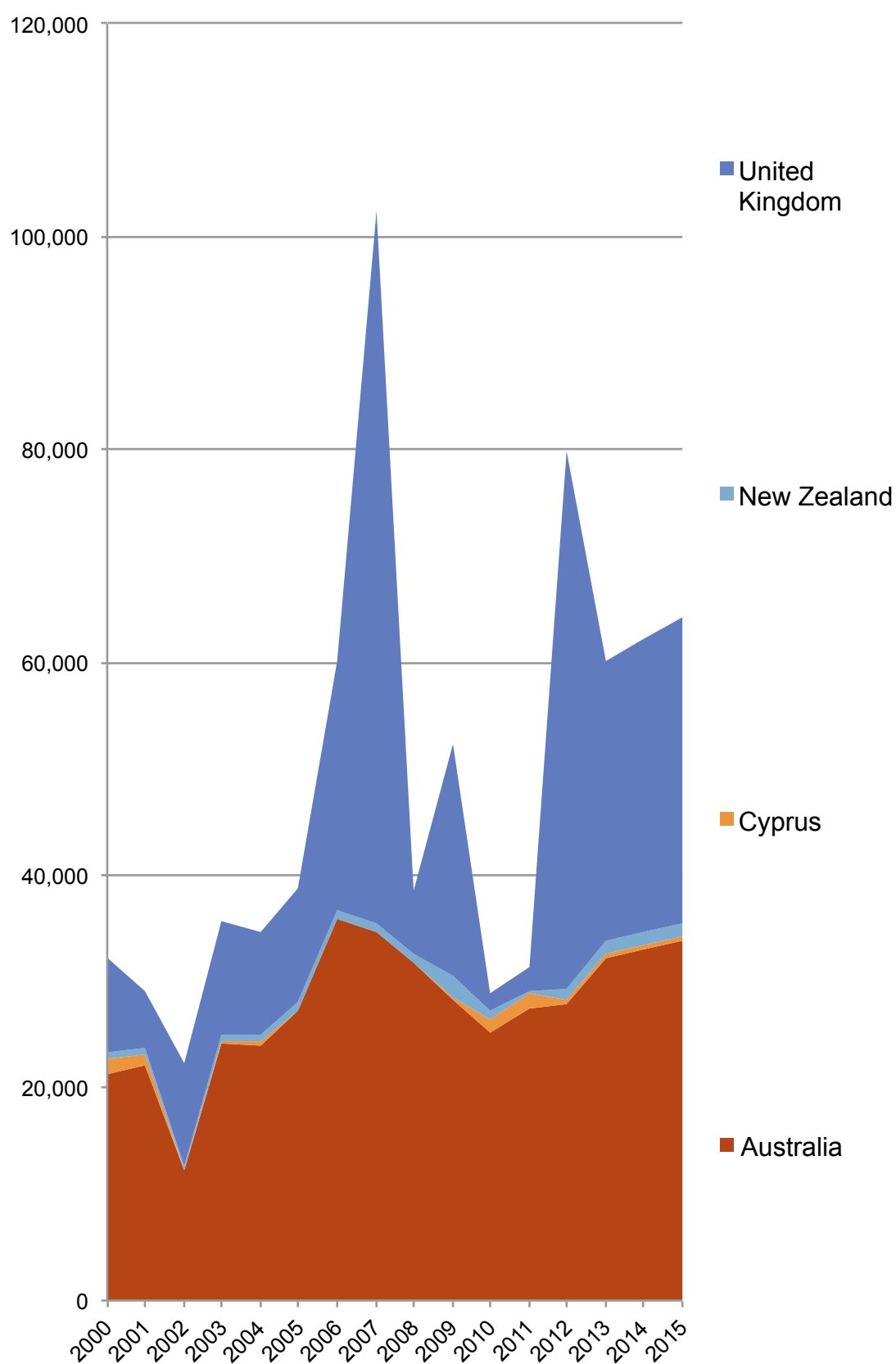


Chart 64: Upper Secondary Adjusted Net Enrolment Rates (ANER) in Advanced Economy Commonwealth Countries (2000-2015)

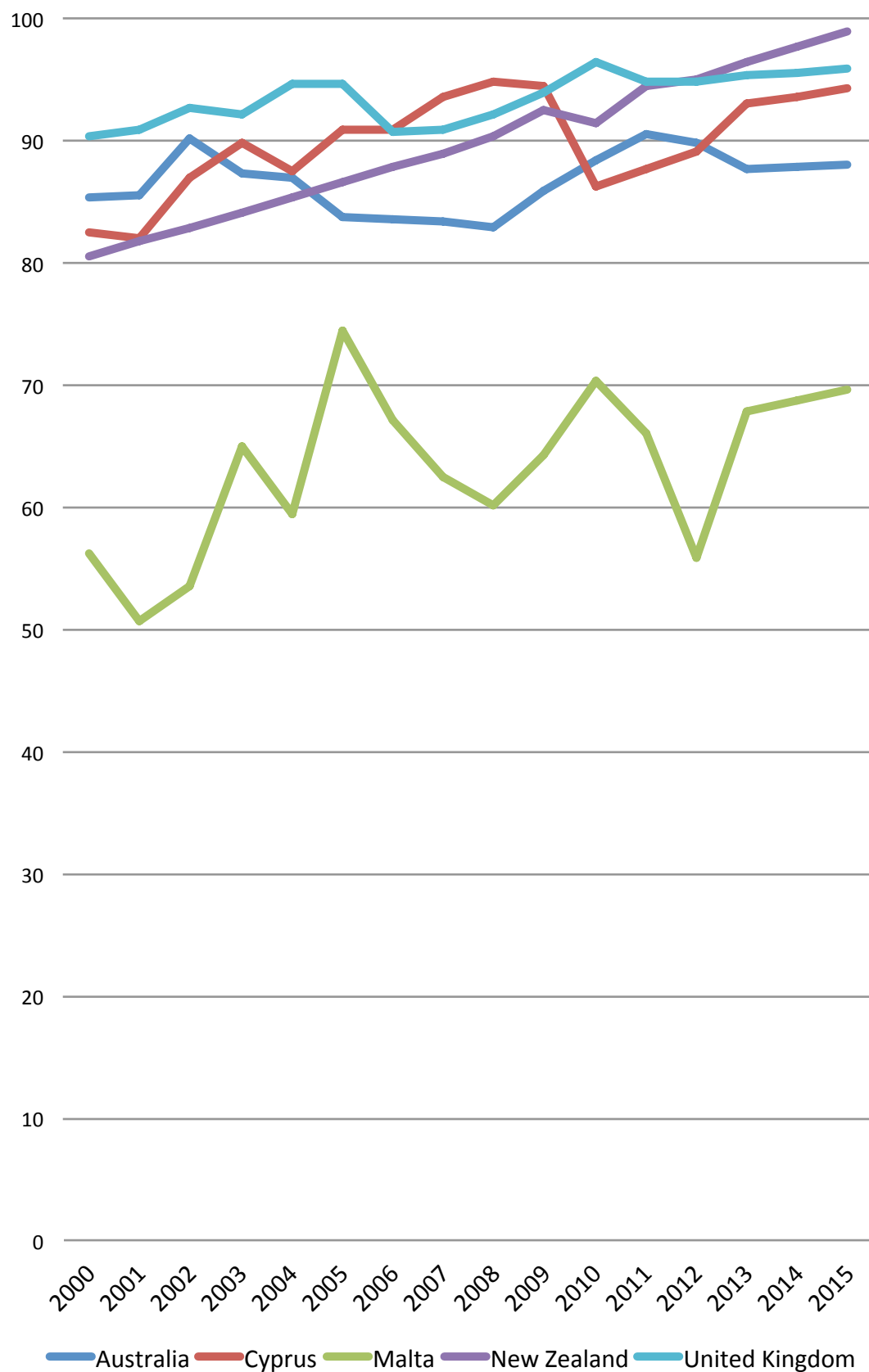
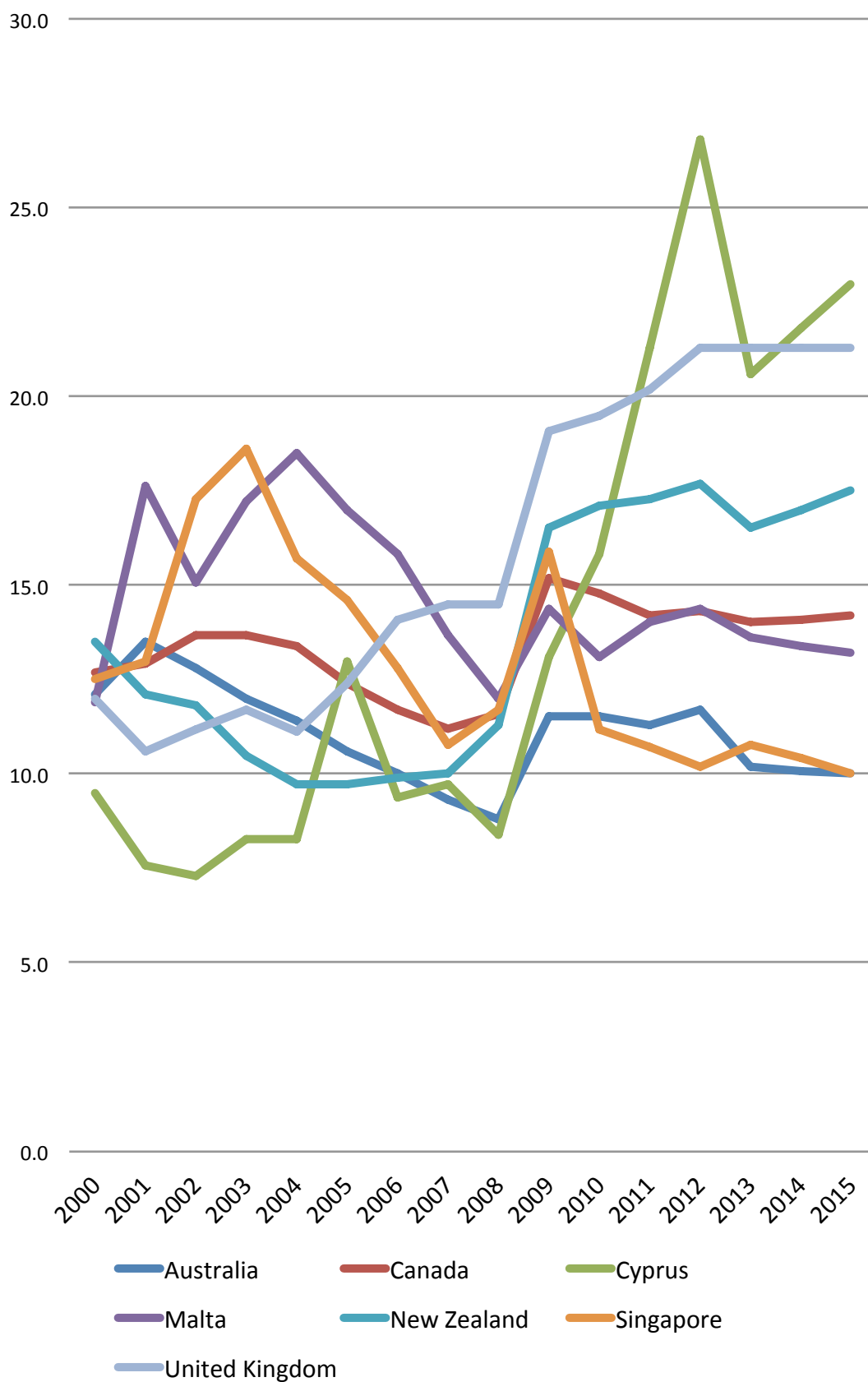


Chart 65: Youth Unemployment Rate in Advanced Economy Commonwealth Countries (2000-2015)



Educational Spending in the Advanced Economies

Chart 66: Total Budgetary Spending on Education (%) in Advanced Economy Commonwealth Countries (2000-2015)

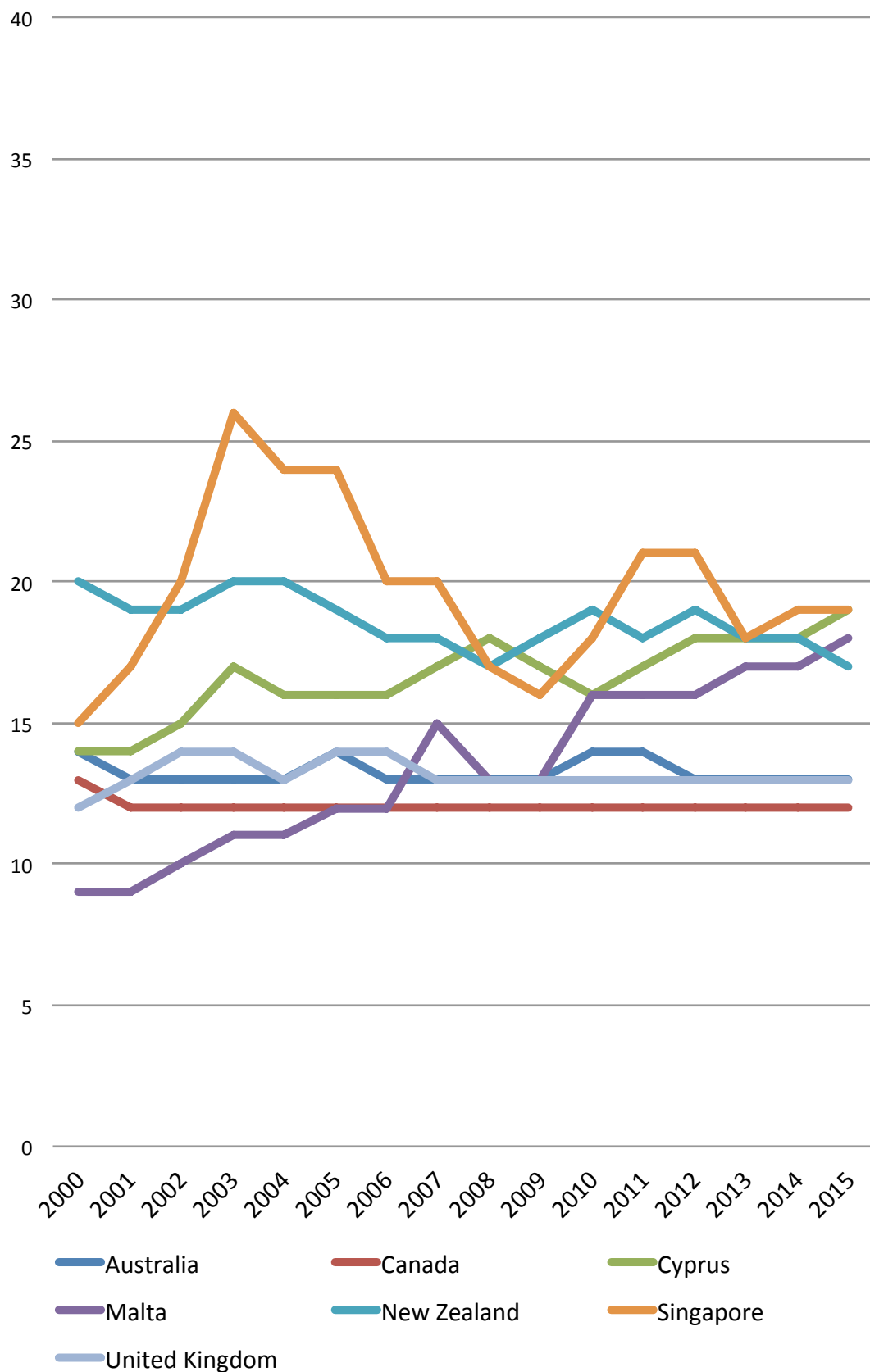
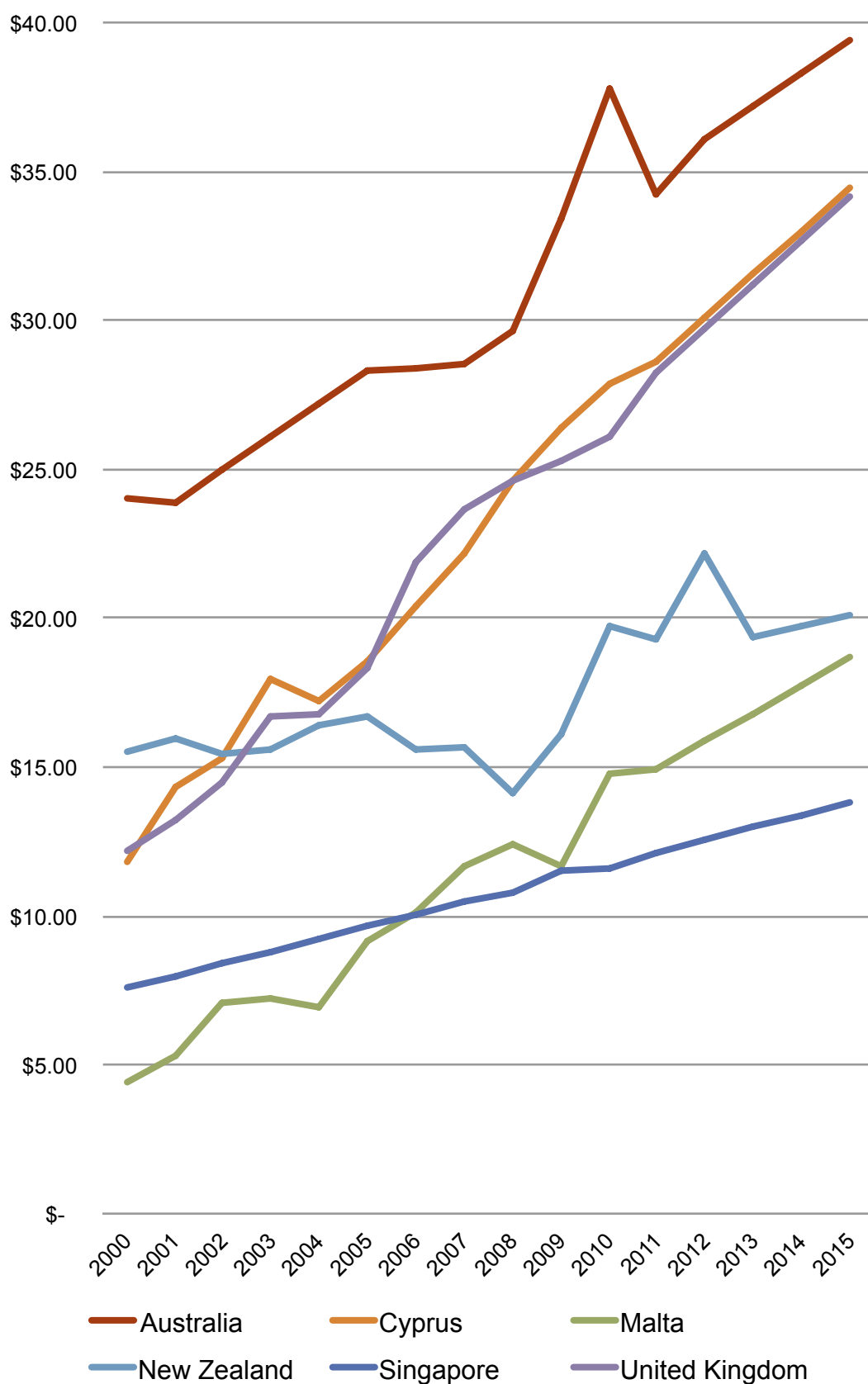


Chart 67: Total Spending Per Student Per Day on Education in Advanced Economy Commonwealth Countries (2000-2015)



8

African Commonwealth Countries

Eighteen countries are in this group, namely Botswana, Cameroon, Ghana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Seychelles, Sierra Leone, South Africa, Swaziland, Uganda, Tanzania and Zambia. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Pre-primary net enrolment rates increased in all countries except Rwanda (Chart 69 on page 99). Ghana's reported increase was particularly dramatic from below 30% in 2000 to nearly 90% in 2015. Mauritius and Seychelles had particularly high enrolment rates throughout the period, which translated into high pre-school life expectancies (Chart 76). Pre-school life expectancies increase significantly in Ghana and Kenya, but fluctuated in Rwanda, Sierra Leone and some other countries.

Primary Schooling

In general, primary adjusted net enrolment rates increased in all countries. Chart 70 on page 100 reports especially notable achievements in Ghana, Malawi and Mozambique. In Nigeria enrolment rates were more stagnant, and since Nigeria has a large population a very large proportion of primary-aged out-of-school children are in that country (Chart 71 on page 101 and Chart 72 on page 102). The absolute numbers of out-of-school children declined markedly in Tanzania, though expanded slightly in Uganda.

Secondary Schooling

At the lower secondary level, adjusted net enrolment rates increased in nearly all countries, in some countries by dramatic proportions (Chart 74 on page 104). In Namibia, for example, the reported rate increased from below 40% in 2000 to nearly 70% in 2015; and in Mauritius the corresponding increase was from below 70% to 100%. In absolute numbers, Chart 77 shows Mozambique as having the largest number of out-of-school youth in this age group, but data were missing from Nigeria which may be assumed to have had a considerably larger number since it had a much larger population. Ghana, Kenya and South Africa were among countries achieving significant reductions in the numbers of out-of-school youths in this age group.

Chart 76 on page 106 echoes Chart 74 by showing increased enrolment rates in all countries at the senior secondary level. Overall, Seychelles had the highest rates among the countries shown. Mozambique had the lowest rates, but nevertheless reported a remarkable expansion from just 5% to 28%.

Youth Unemployment

The figures for youth unemployment (Chart 77 on page 107) showed stability in some countries, but that may have been for lack of accurate data. Other countries showed considerable fluctuations, with youth unemployment being a major problem in such countries as South Africa and Namibia.

Government Expenditures on Education

The proportions of government expenditures allocated to education in most cases clustered between 17% and 22% (Chart 78 on page 108). The reported proportion in Zambia was low, while in Kenya it was high. The figures for Botswana showed a steep decline from a high level, which was mirrored in Chart 79 on page 109 in the total spending per student per day. In eight countries less than US\$0.50 per day was being spent per student, though figures were much higher in South Africa, Seychelles, Mauritius and Namibia.

Gender Parity

Chart 80 on page 110 and Chart 81 on page 111 report the gender parity indices at primary and lower secondary levels. In Nigeria, primary schooling continued to favour boys throughout the period, while Seychelles (which has a much smaller population and in this respect is more sensitive to statistical indicators) had seen a shift towards girls. Overall, there was considerable convergence towards parity at the primary level. At the lower secondary level, a striking number of countries had enrolments that favoured girls. This was especially notable in Lesotho.

ECCE in Africa

Chart 68: Pre-Primary Net Enrolment Rate (NER) in African Commonwealth Countries (2000-2015)

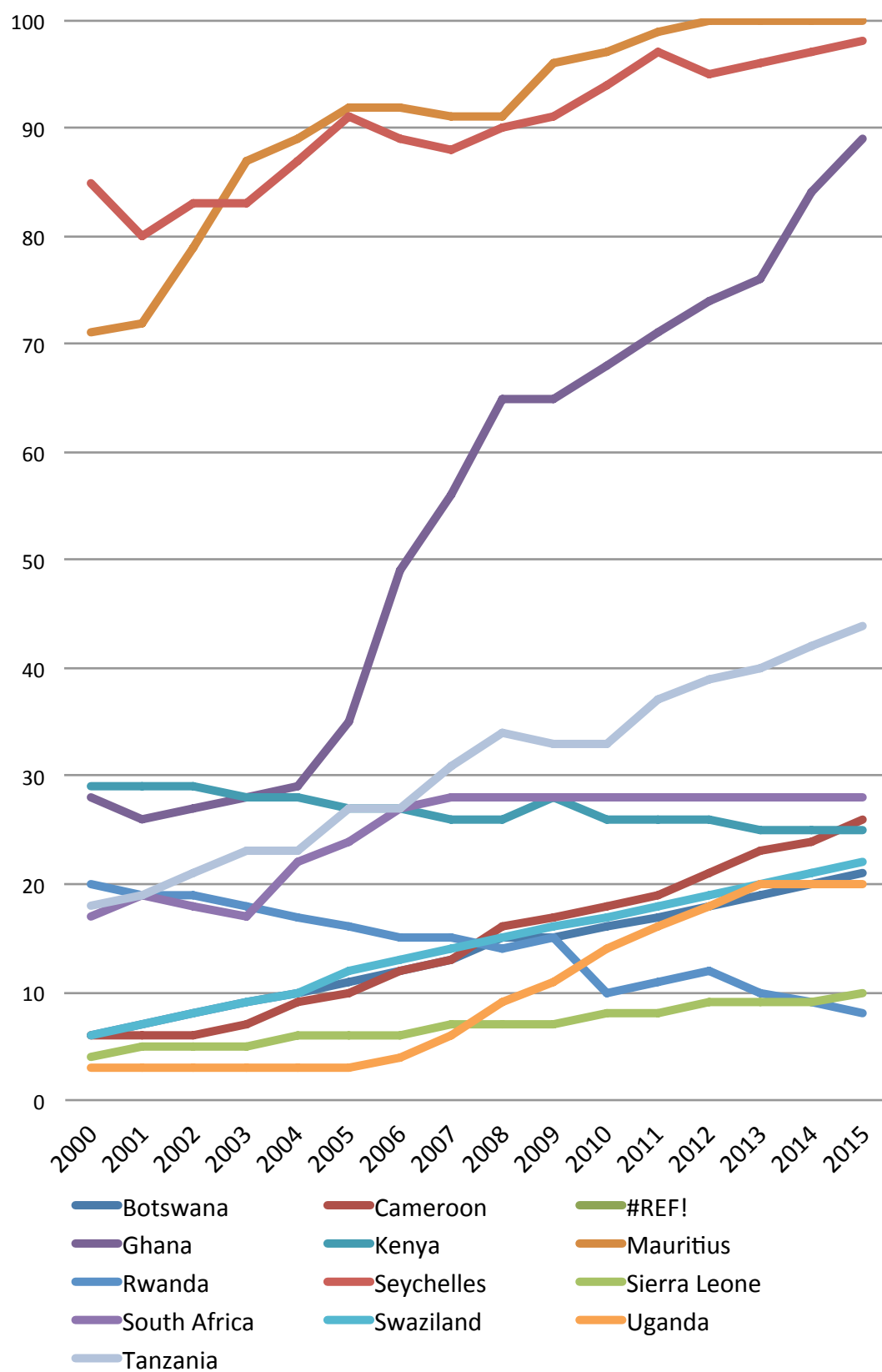
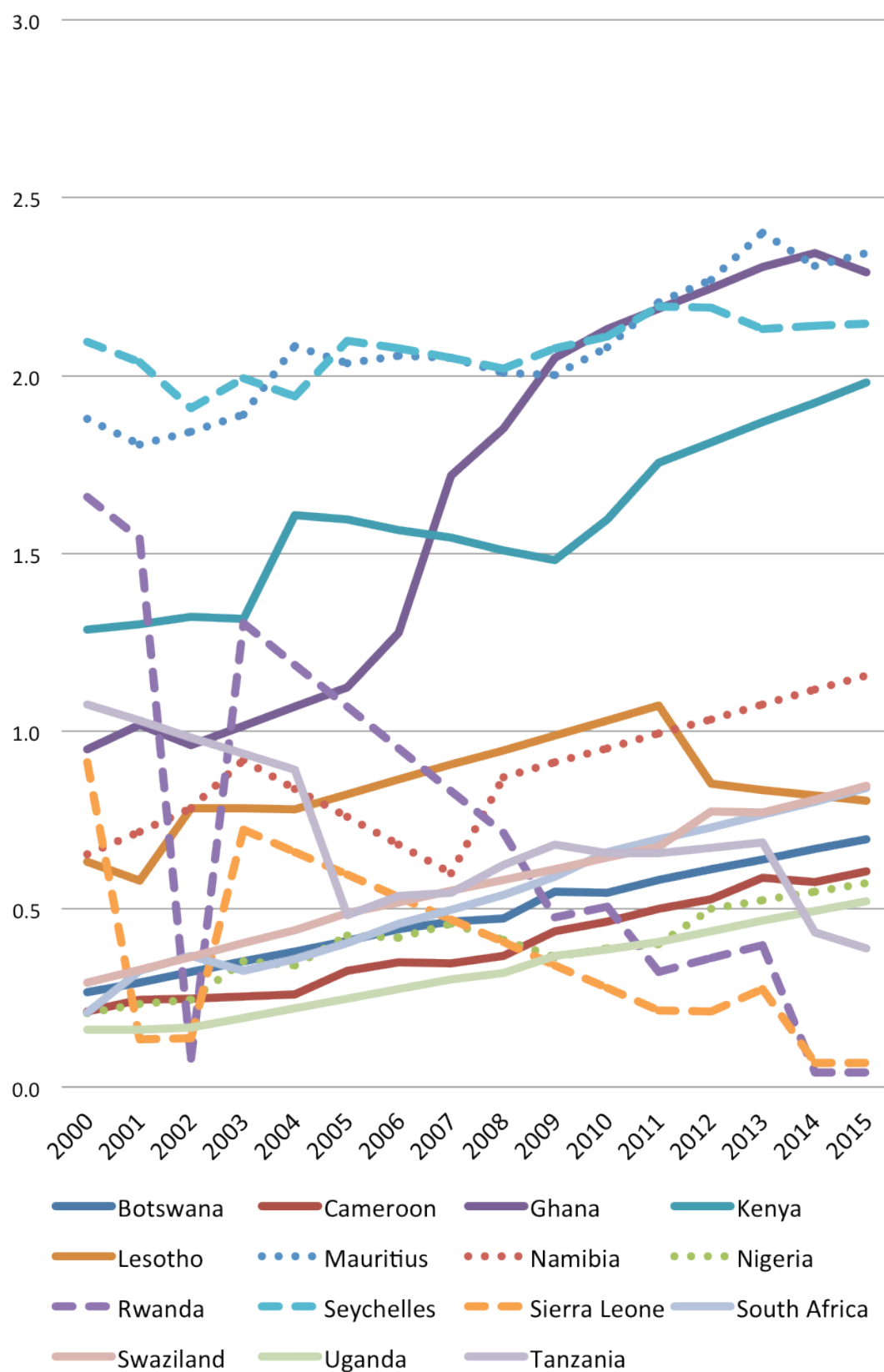


Chart 69: Pre-Primary School Life Expectancy (SLE) in African Commonwealth Countries (2000-2015)



Primary Schooling in Africa

Chart 70: Primary Adjusted Net Enrolment Rate (ANER) in African Commonwealth Countries (2000-2015)

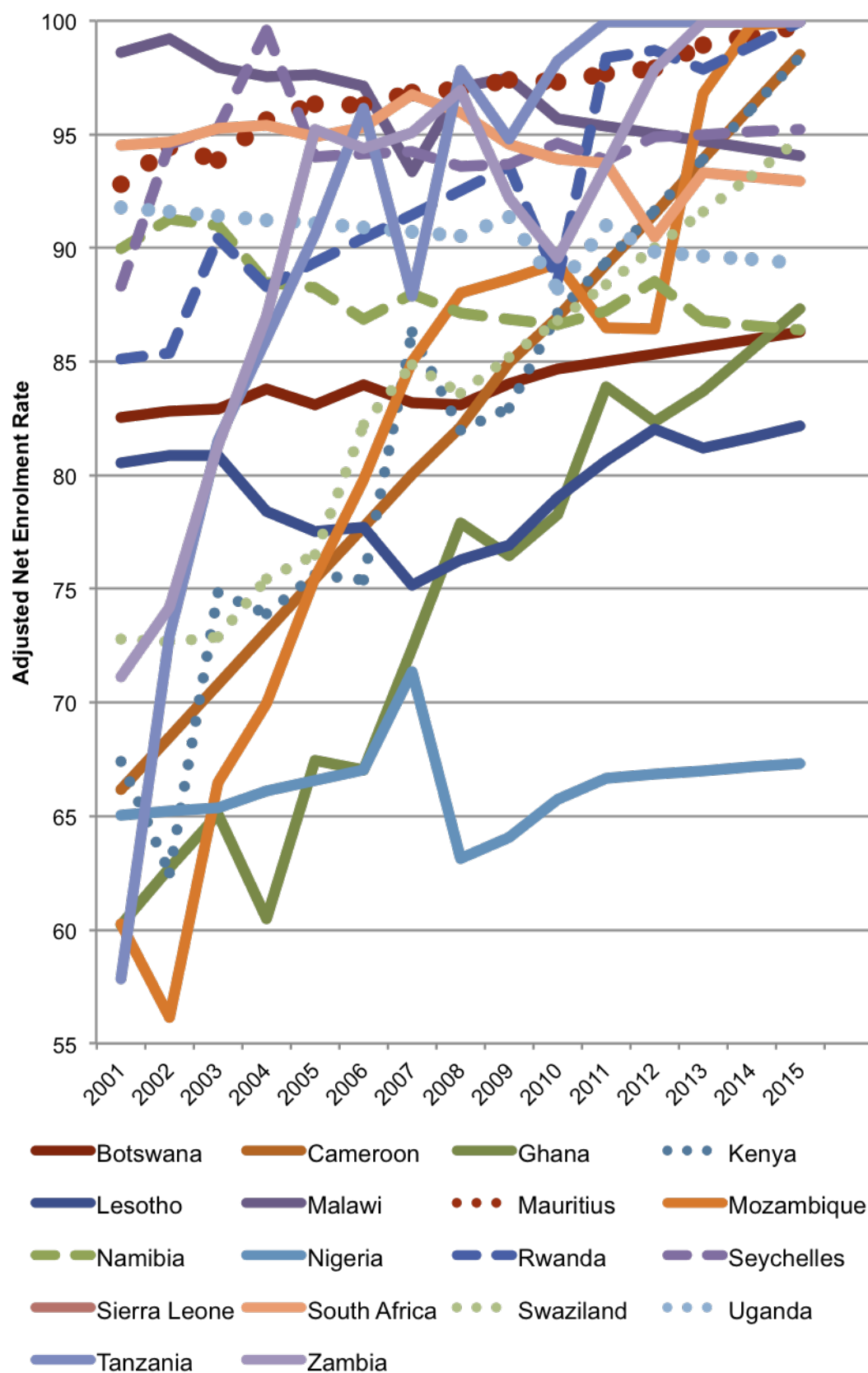
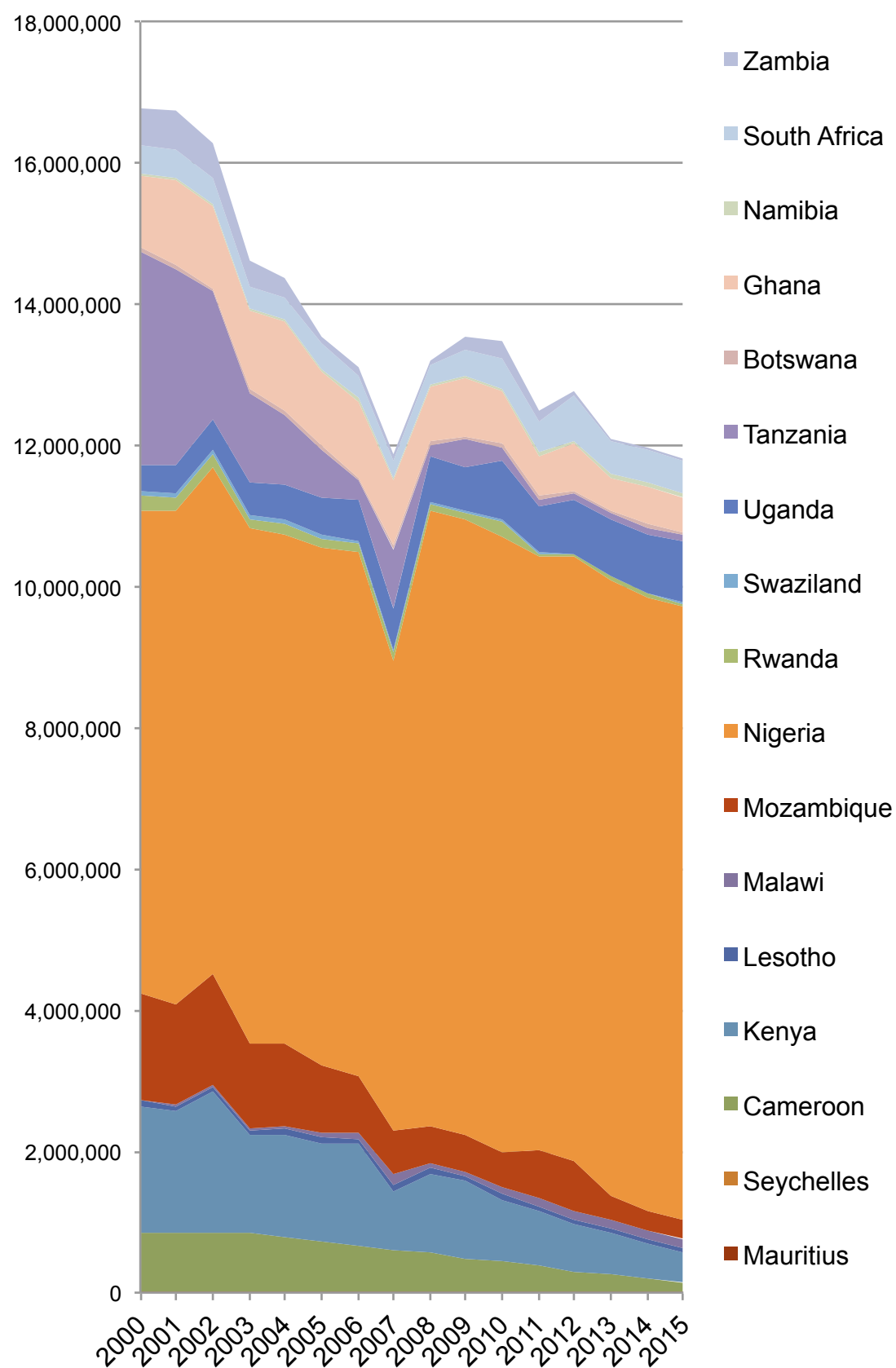


Chart 71: Primary Aged Out-of-School Children in African Countries (2000-2015)



Primary School-Aged Demographics in Africa

Chart 72: Primary School Aged Population and Out-Of-School Youth in African Commonwealth Countries (2015 Estimate)

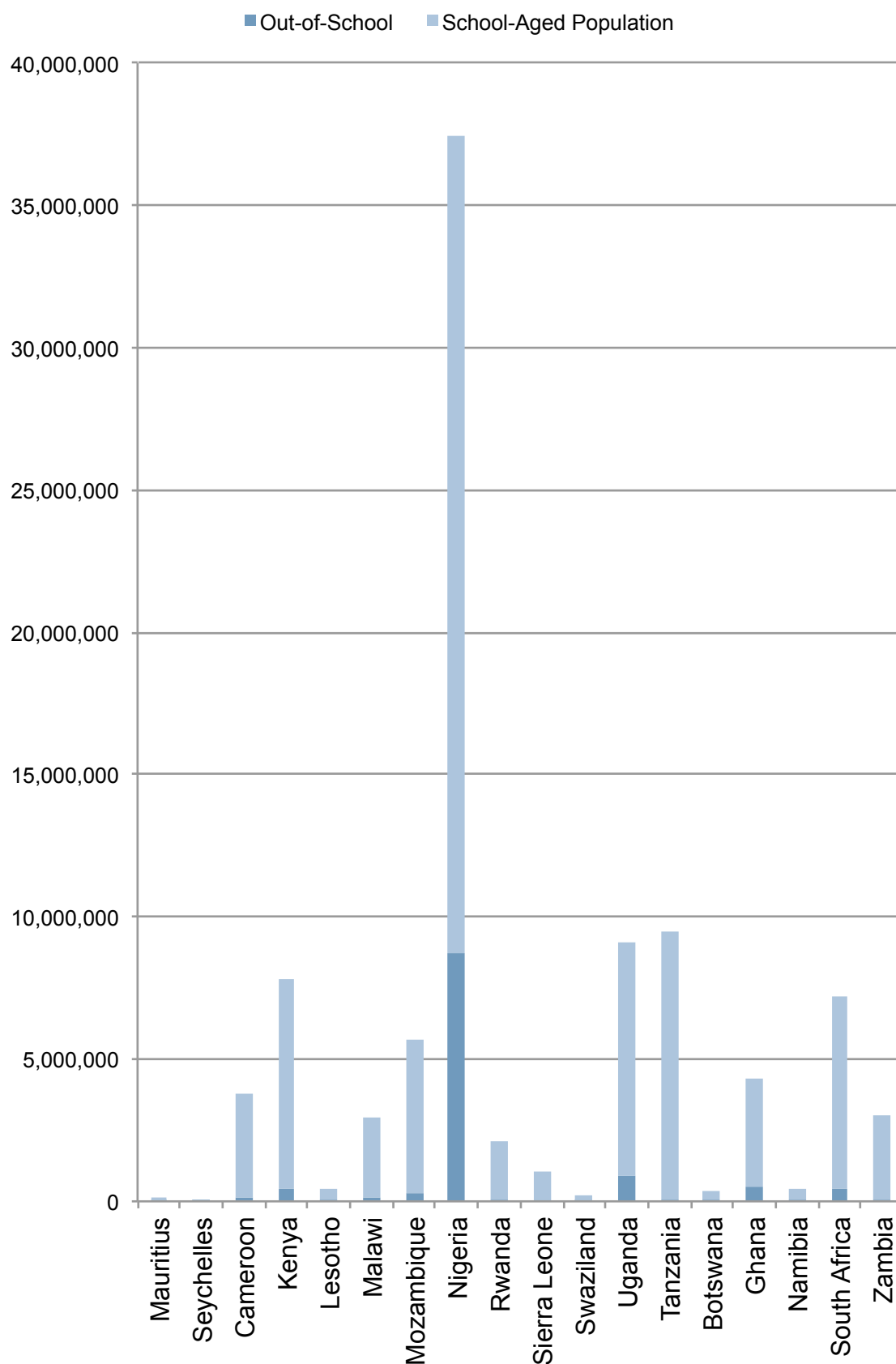
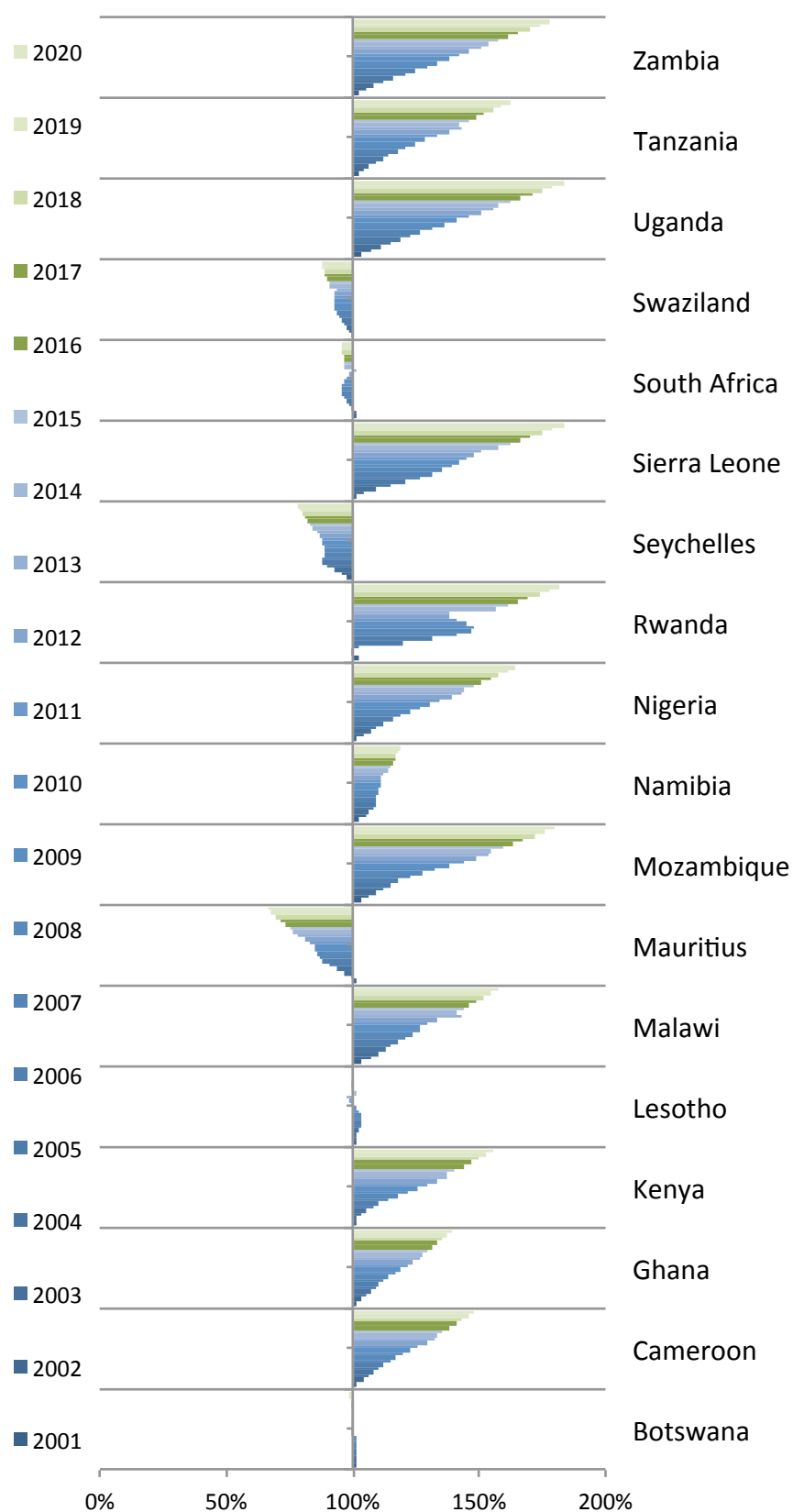


Chart 73: Percentage Change in Primary School-Aged Population In Sub-Saharan African Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in Africa

Chart 74: Lower Secondary Adjusted Net Enrolment Rate (ANER) in African Countries (2000-2015)

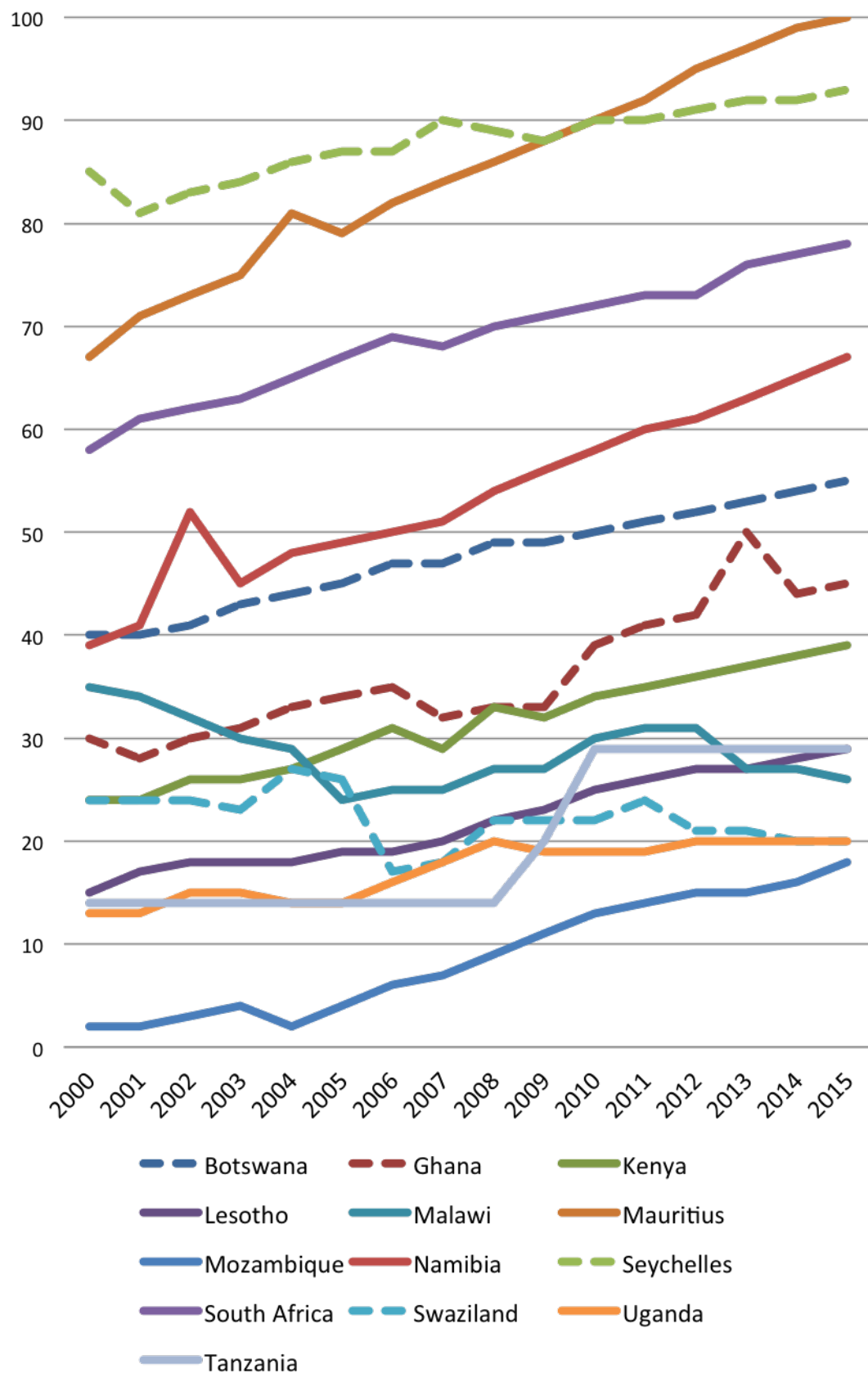


Chart 75: Lower Secondary Aged Out-of-School Children in African Countries (2000-2015)

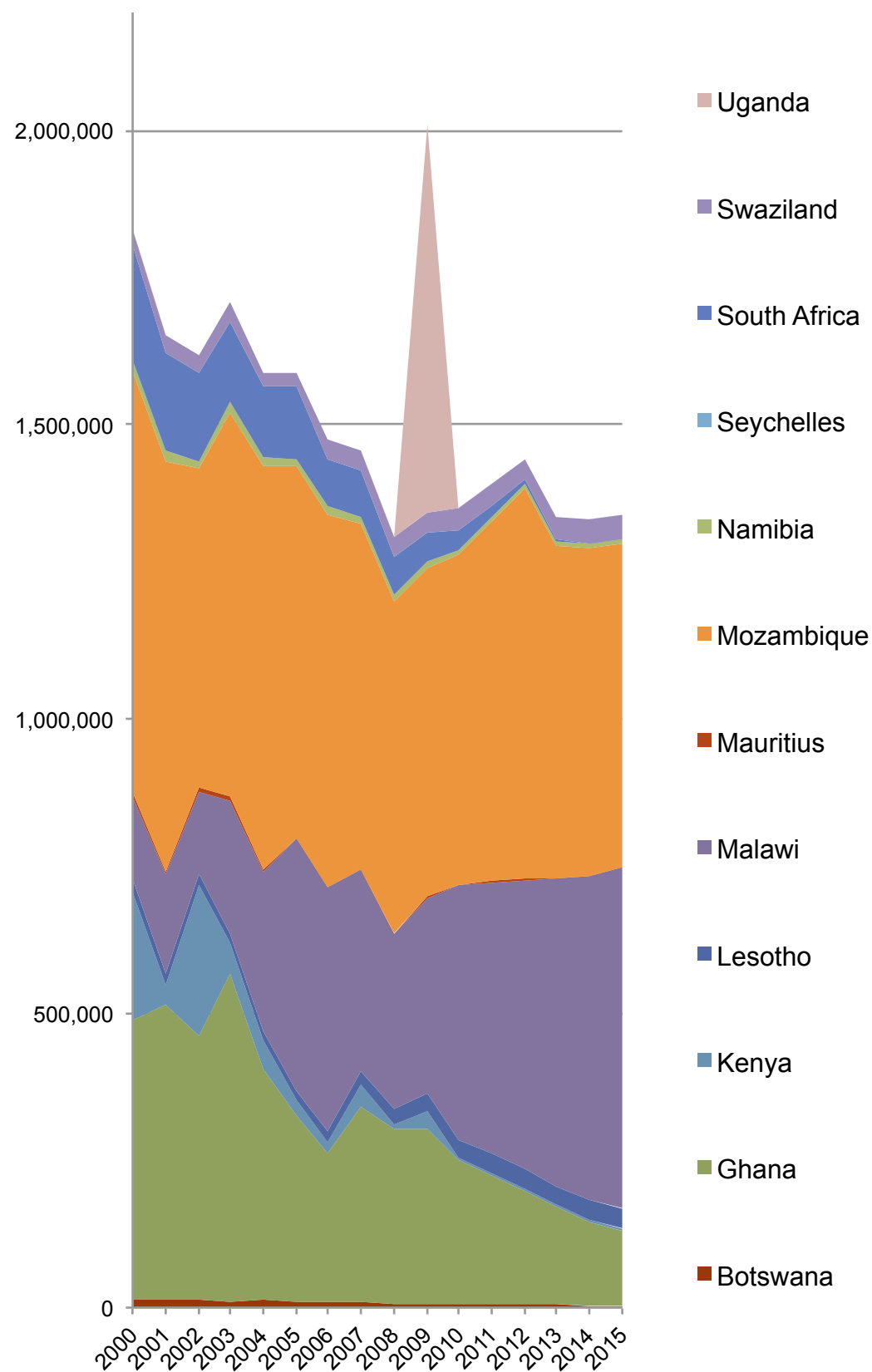


Chart 76: Upper Secondary Adjusted Net Enrolment Rate (ANER) in African Countries (2000-2015)

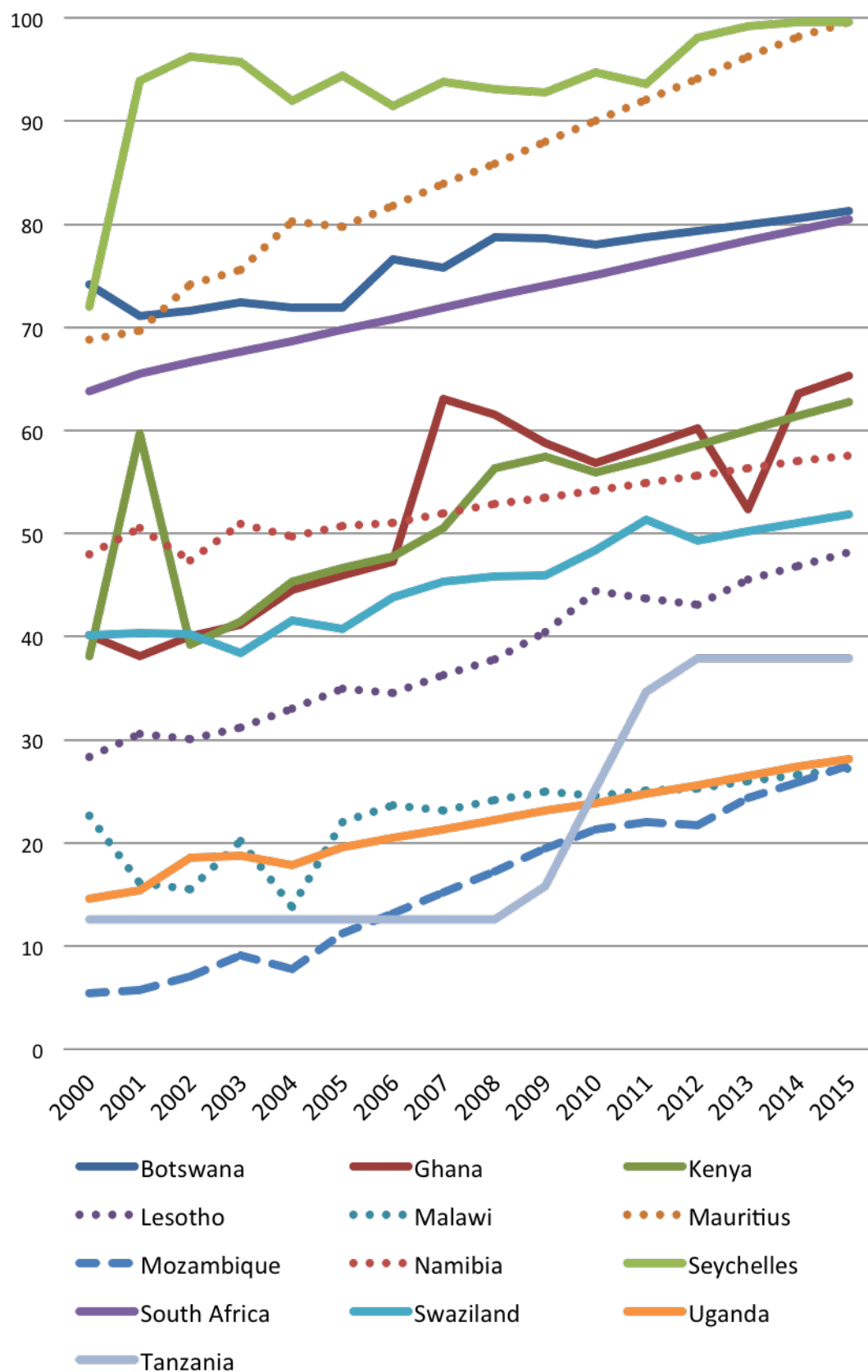
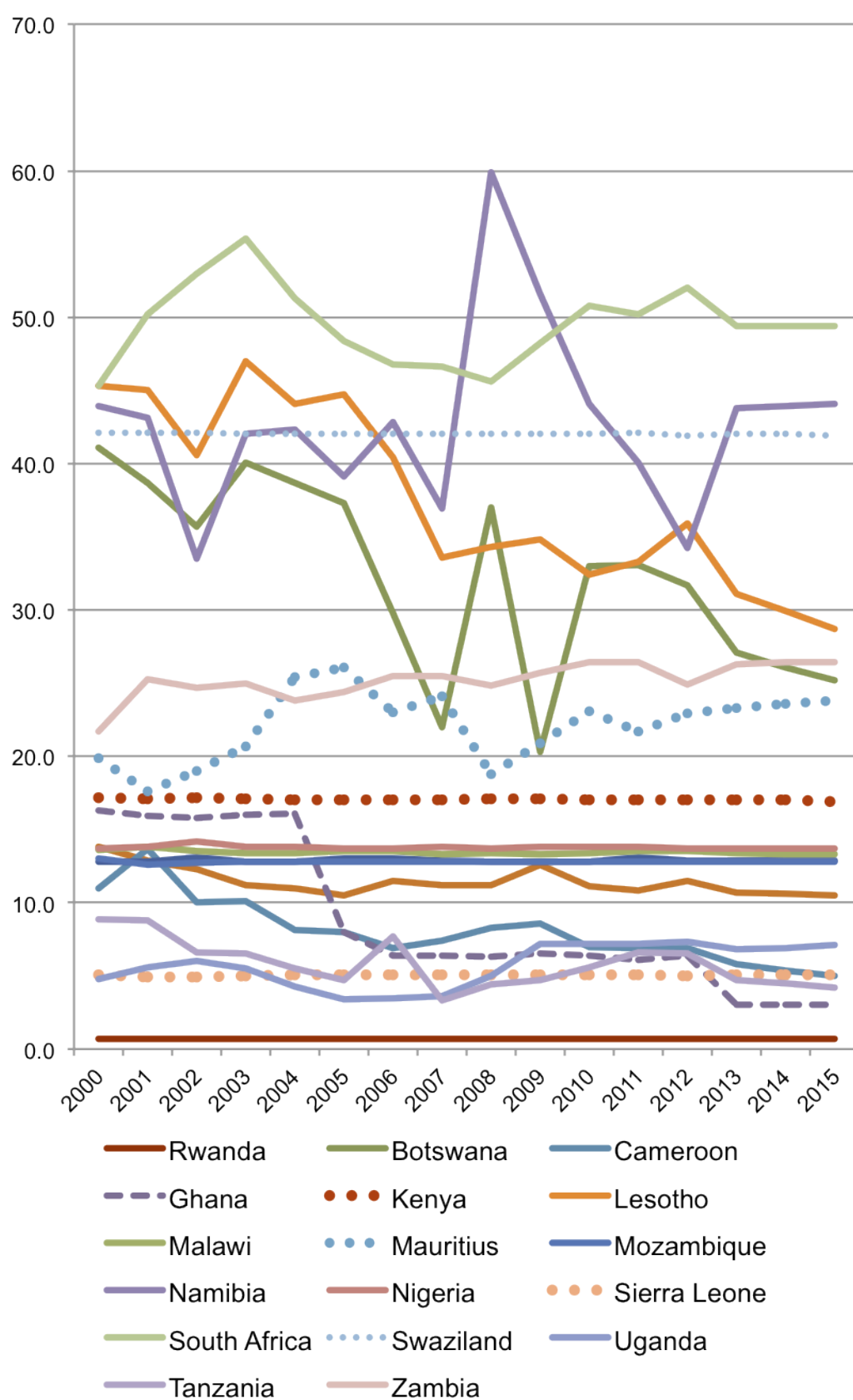
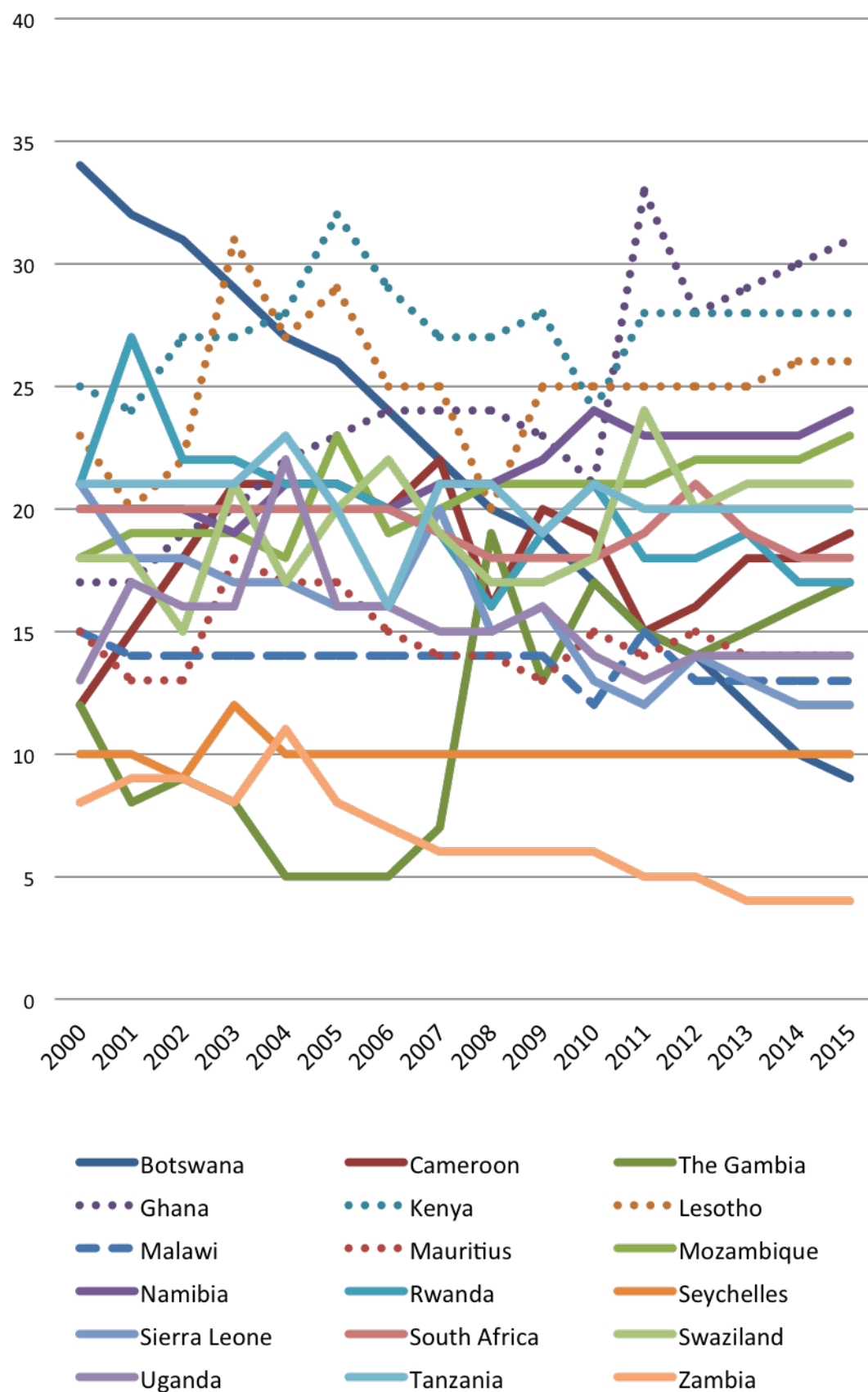


Chart 77: Youth Unemployment Rate in African Countries (2000-2015)



Educational Spending in Africa

Chart 78: Total Budgetary Spending on Education (%) in African Commonwealth Countries (2000-2015)



Gender Equity in Africa

Chart 80: Primary ANER Gender Parity Index in African Commonwealth Countries (2000-2015)

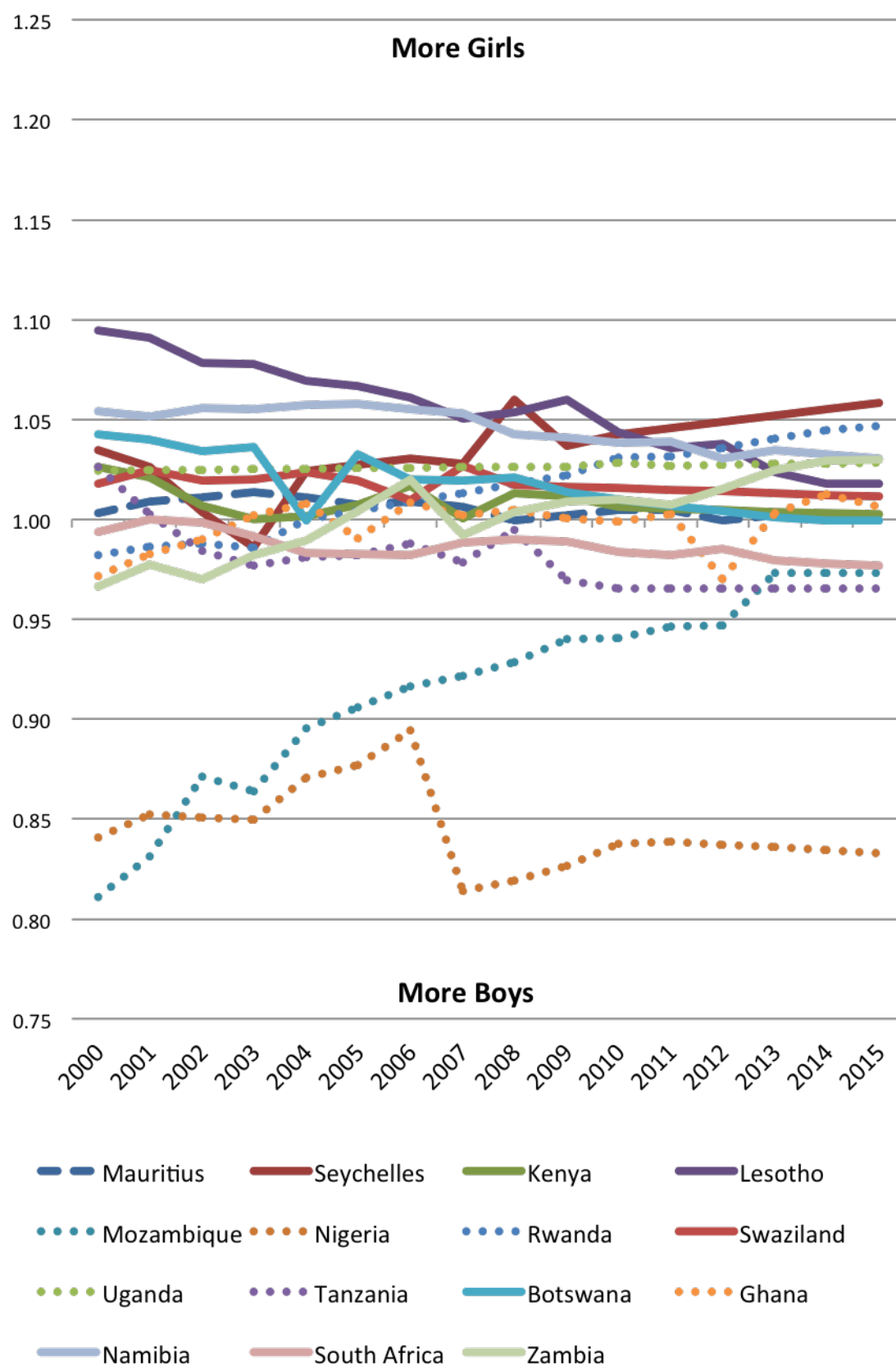
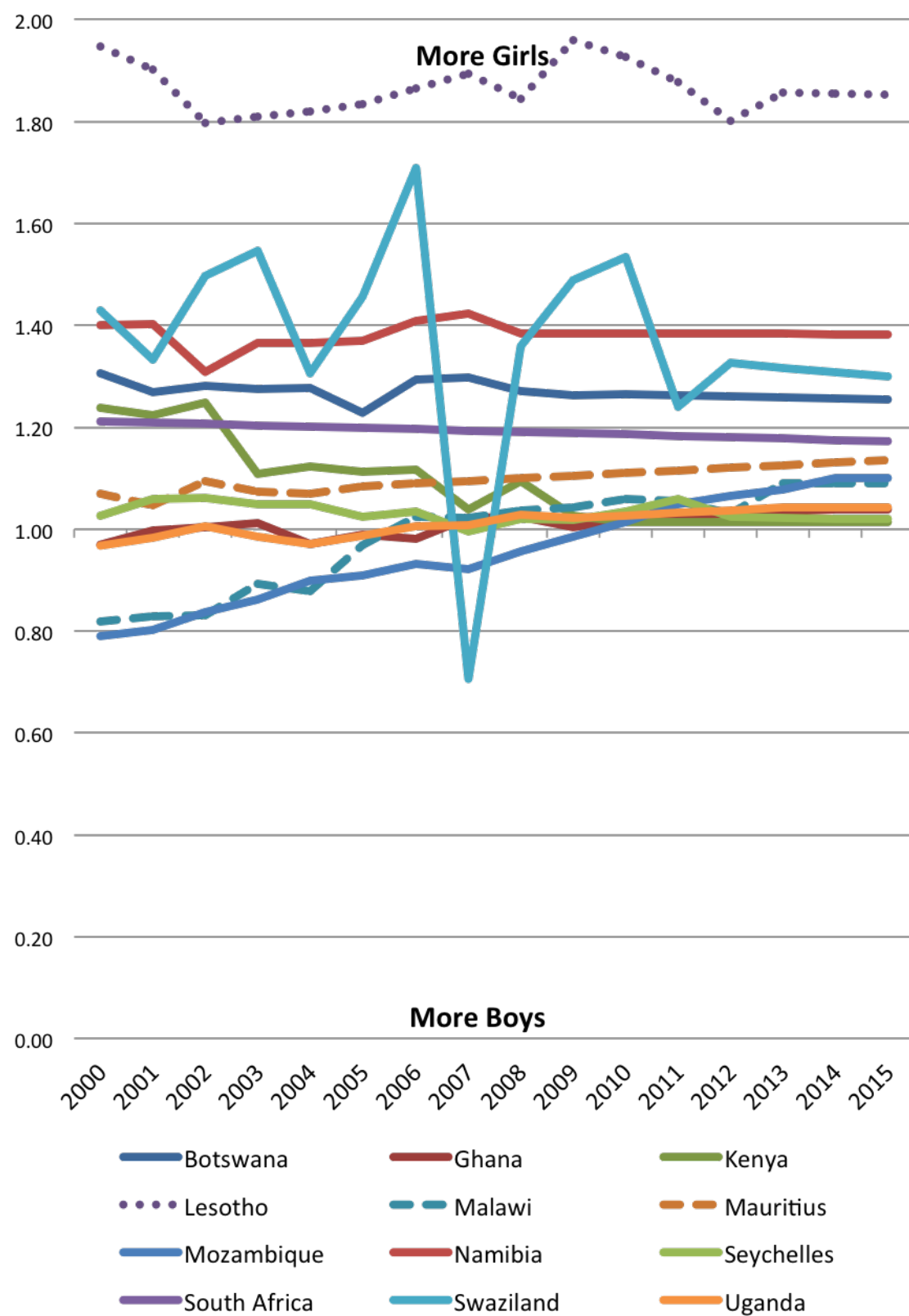


Chart 81: Lower Secondary ANER Gender Parity Index in African Commonwealth Countries (2000-2015)



9

Asian Commonwealth Countries

Seven countries are in this group, namely Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Pakistan and Sri Lanka. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Among the five countries for which data on pre-primary net enrolment rates are available (Chart 82 on page 114), increases are shown for four and a decrease for one, i.e. Brunei Darussalam. The reported increase in Pakistan is especially notable. The rate in Bangladesh also grew impressively, though at a much lower level.

Chart 83 expands on Chart 82 with data on pre-primary school life expectancy. The dramatic upward trend in Maldives and downward trend in Sri Lanka are notable. Four other countries showed steady upward trends. The data for Bangladesh indicate a reduction in pre-primary life expectancy despite the expanded enrolment rate.

Primary Schooling

Chart 84 shows primary adjusted net enrolment rates in the seven countries. The figures reported for India indicated expansion from just over 85% to 100%. Near universal education was also achieved in Malaysia, though the figures for Bangladesh, Brunei Darussalam, Maldives and Sri Lanka showed some decline. Dramatic increases were reported for Pakistan – from 55% to 80%. Nevertheless, Pakistan still had large numbers of out-of-school children, as indicated in Chart 85.

Secondary Schooling

Chart 88 indicates that lower secondary adjusted net enrolment rates in five of the seven countries increased. In two countries – Sri Lanka and Malaysia – the reported enrolment rates diminished slightly, but from a high level. India and Maldives were reported to have achieved remarkable increases, while the figure for Bangladesh was stable at around 60%.

Considerable accomplishments were also evident at the level of upper secondary education. Data were not available for India, but all six of the countries shown in Chart

90 had increases during the period. The most remarkable were Brunei Darussalam, Sri Lanka, and Maldives.

Youth Unemployment

According to Chart 91, youth unemployment was particularly high in Maldives. It had also been high in Sri Lanka, though was markedly reduced during the period. Youth unemployment in the other five countries was reported to be lower, and to have declined significantly in Pakistan.

Government Expenditures on Education

Expenditures on education as a proportion of government budgets were reported to have converged during the period at between 9% and 14%. In some cases this was the result of a reduction, particularly in Malaysia and Maldives, though in Sri Lanka it reflected an increase. Despite this pattern, Chart 93 indicated a sharp increase in spending per student per day in Malaysia and Maldives.

Gender Parity

Chart 94 shows considerable advance towards gender parity at the primary level. Most striking is the progress made in Pakistan. Progress was also made in Bangladesh, though the Malaysian statistics indicated some movement away from parity in favour of boys. This pattern in Malaysia was also evident at the lower secondary level (Chart 95), but again great advance was achieved in Pakistan. Patterns in Bangladesh and Maldives favoured girls, while Brunei Darussalam was reported to have achieved gender parity in 2015.

ECCE in Asia

Chart 82: Pre-Primary Net Enrolment Rate (NER) in Asian Commonwealth Countries (2000-2015)

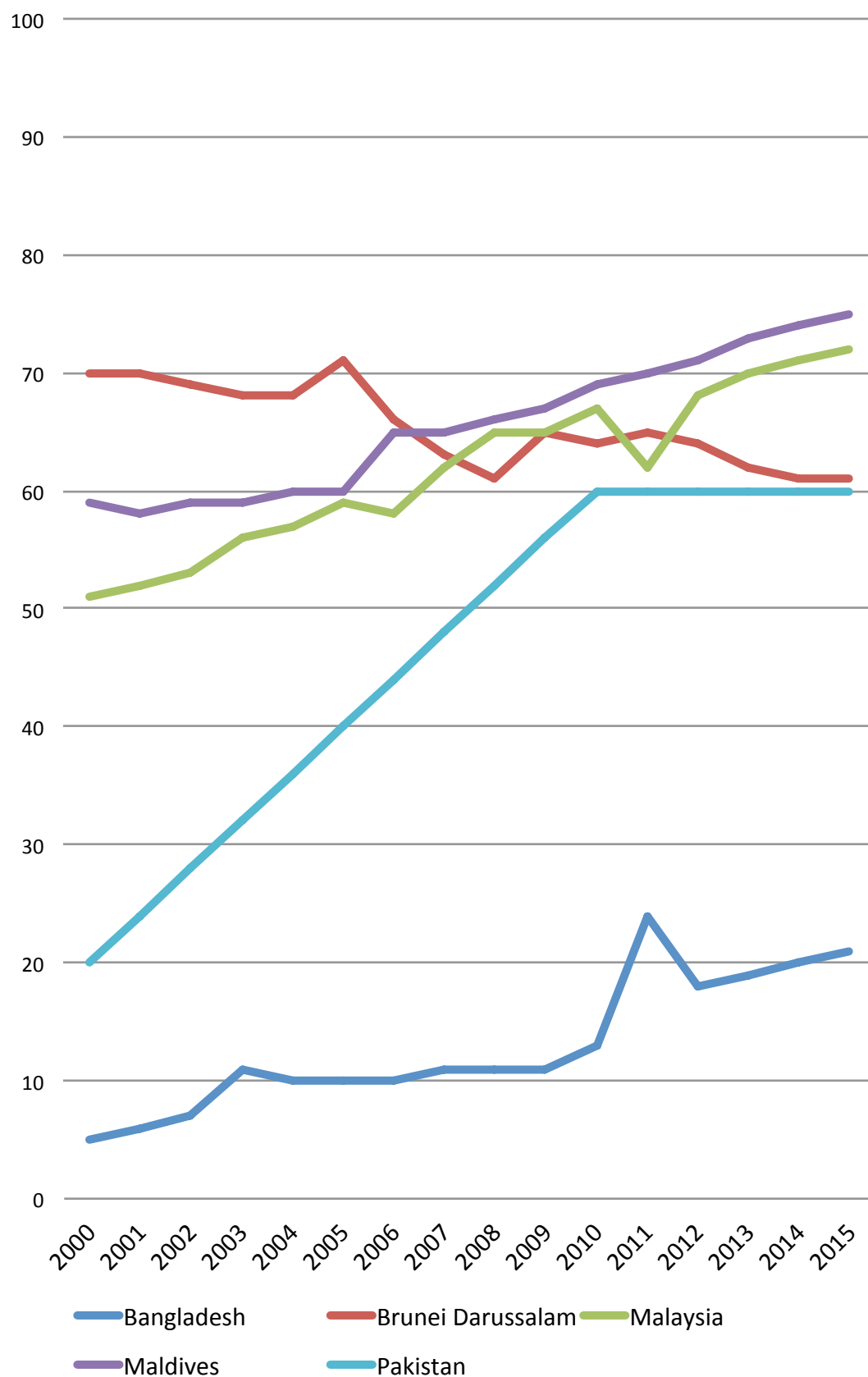
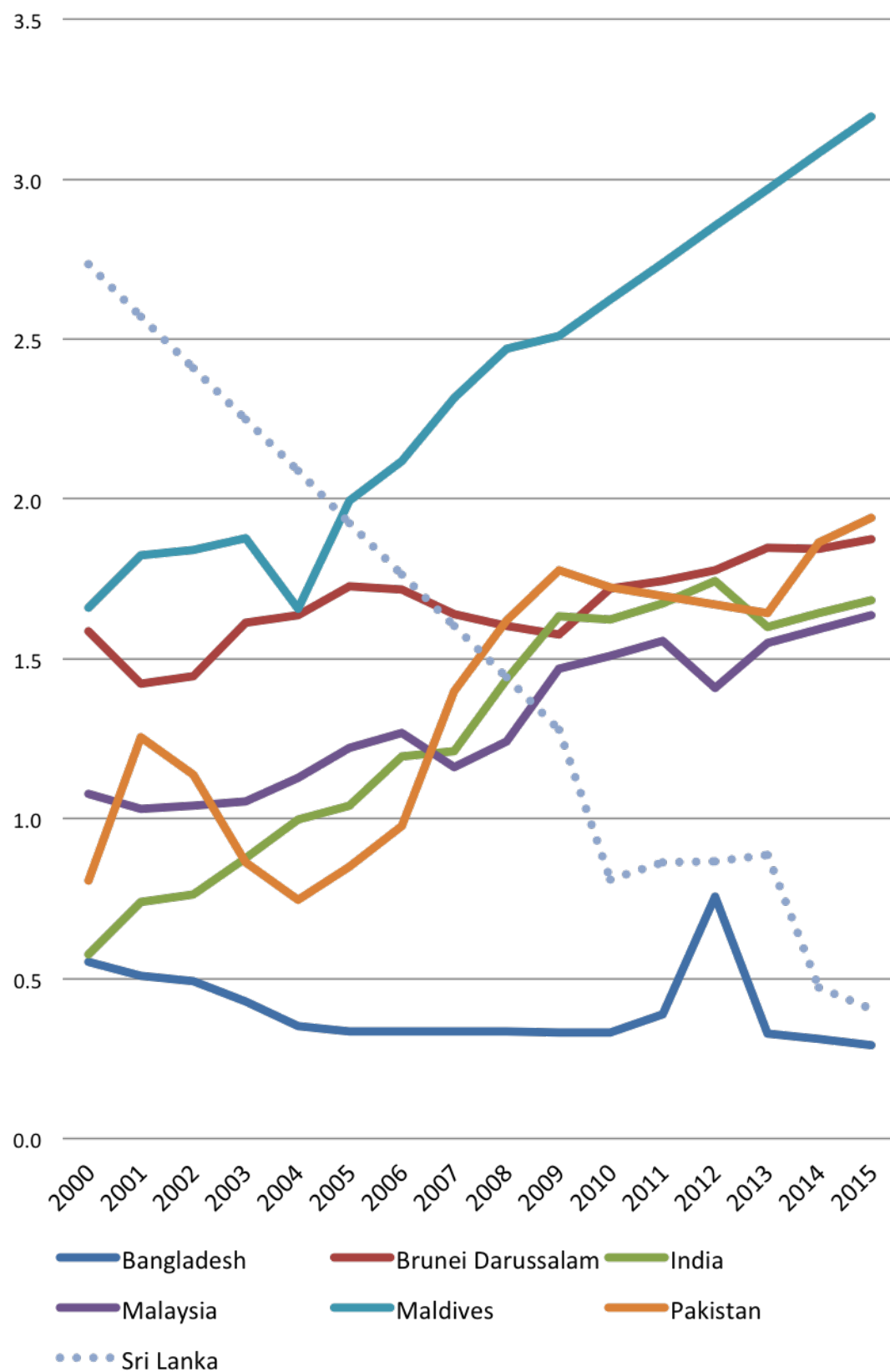


Chart 83: Pre-Primary School Life Expectancy (SLE) in Asian Commonwealth Countries (2000-2015)



Primary Schooling in Asia

Chart 84: Primary Adjusted Net Enrolment Rate (ANER) in Asian Commonwealth Countries (2000-2015)

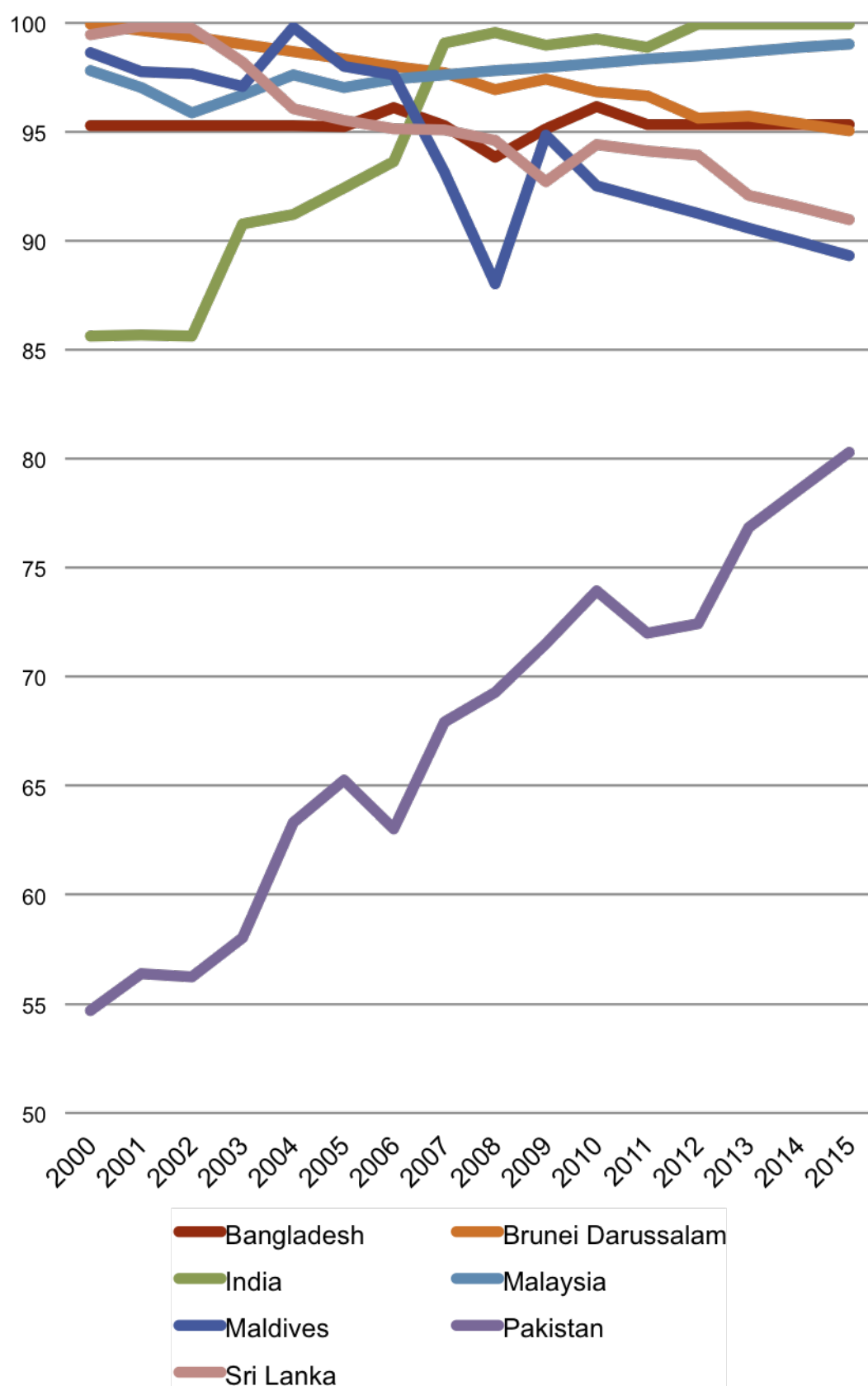
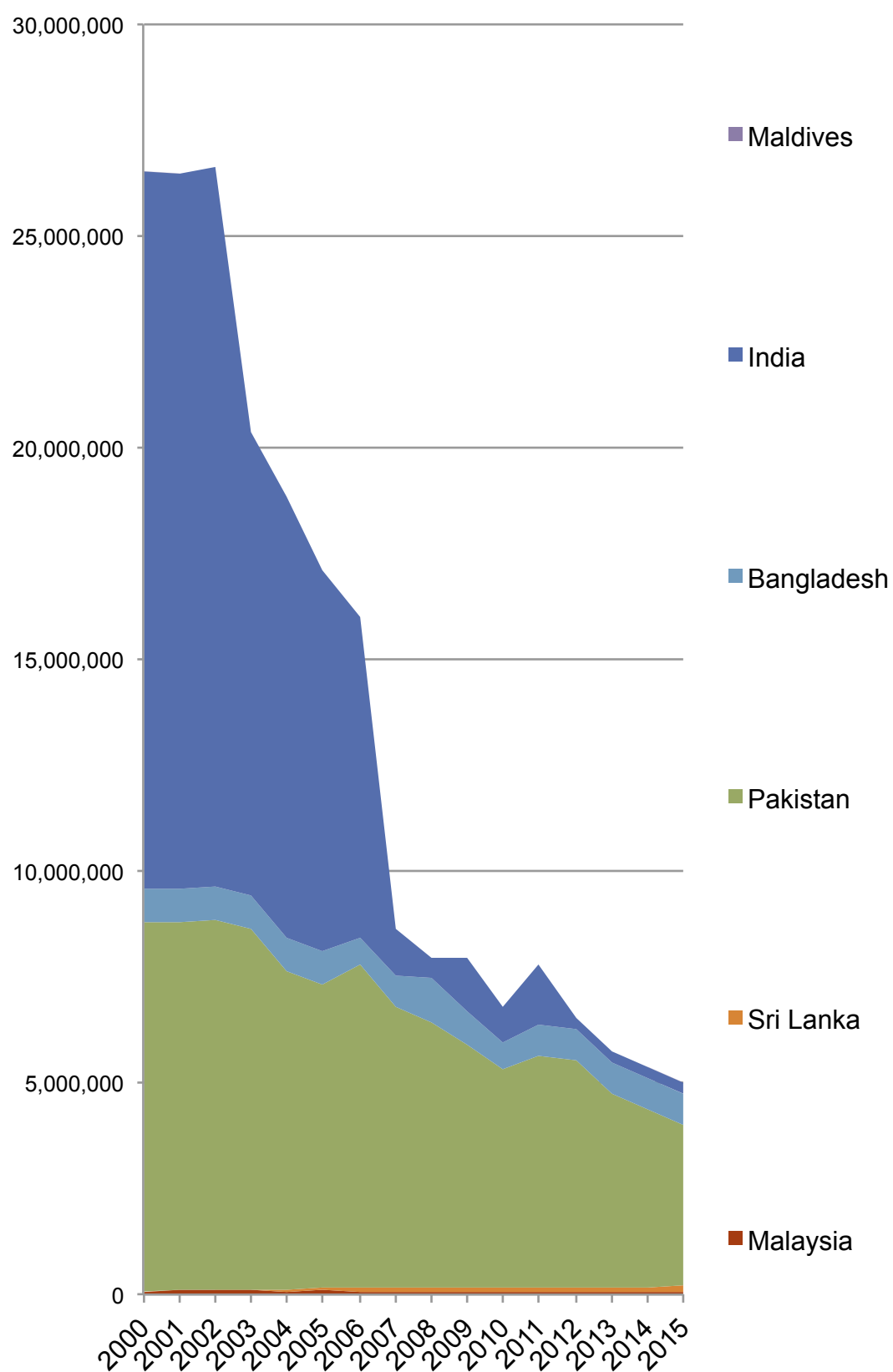


Chart 85: Primary Aged Out-of-School Children in Asian Countries (2000-2015)



Primary School-Aged Demographics in Asia

Chart 86: Primary School Aged Population and Out-Of-School Youth in Asian Commonwealth Countries (2015 Estimate)

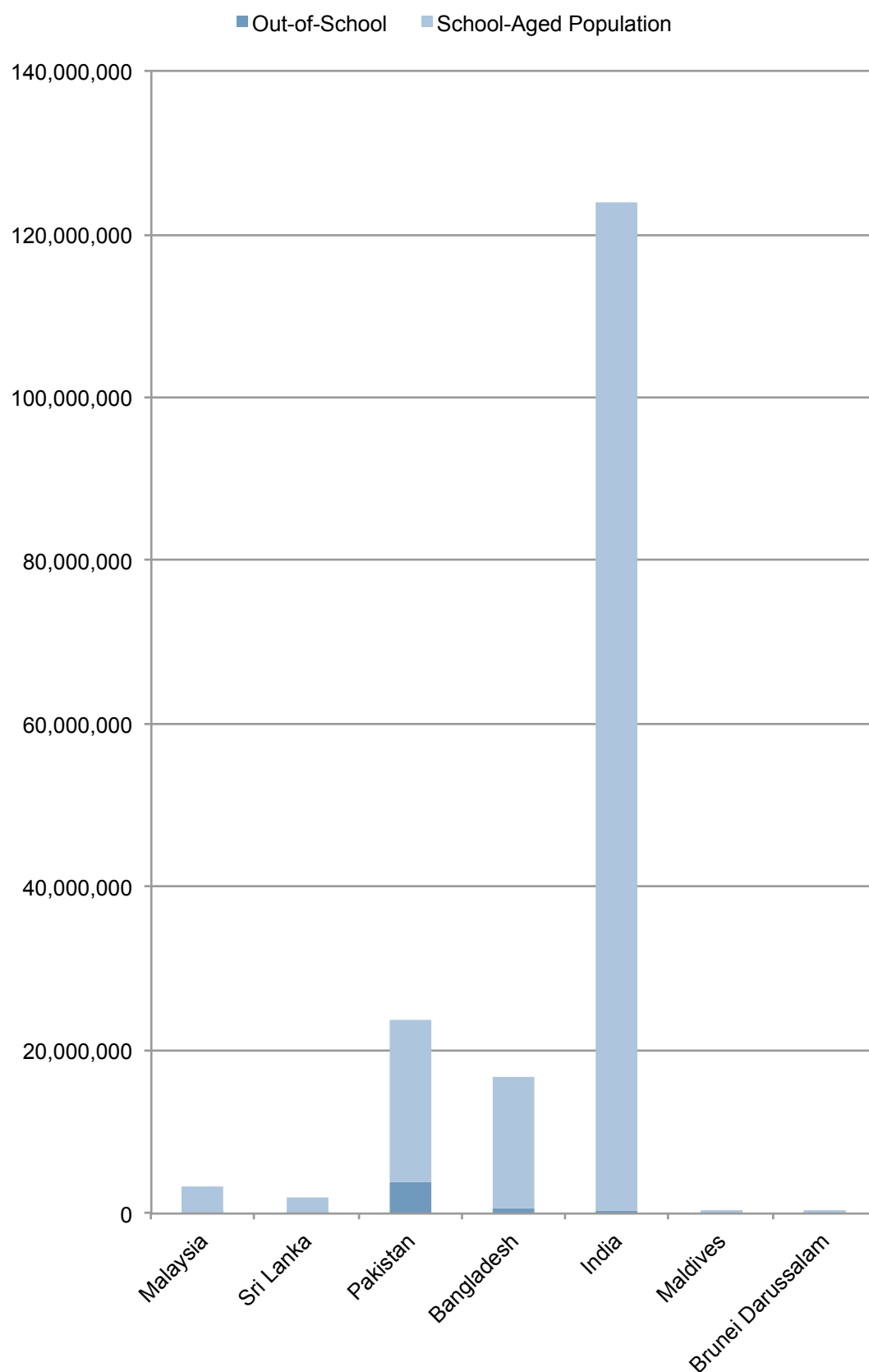
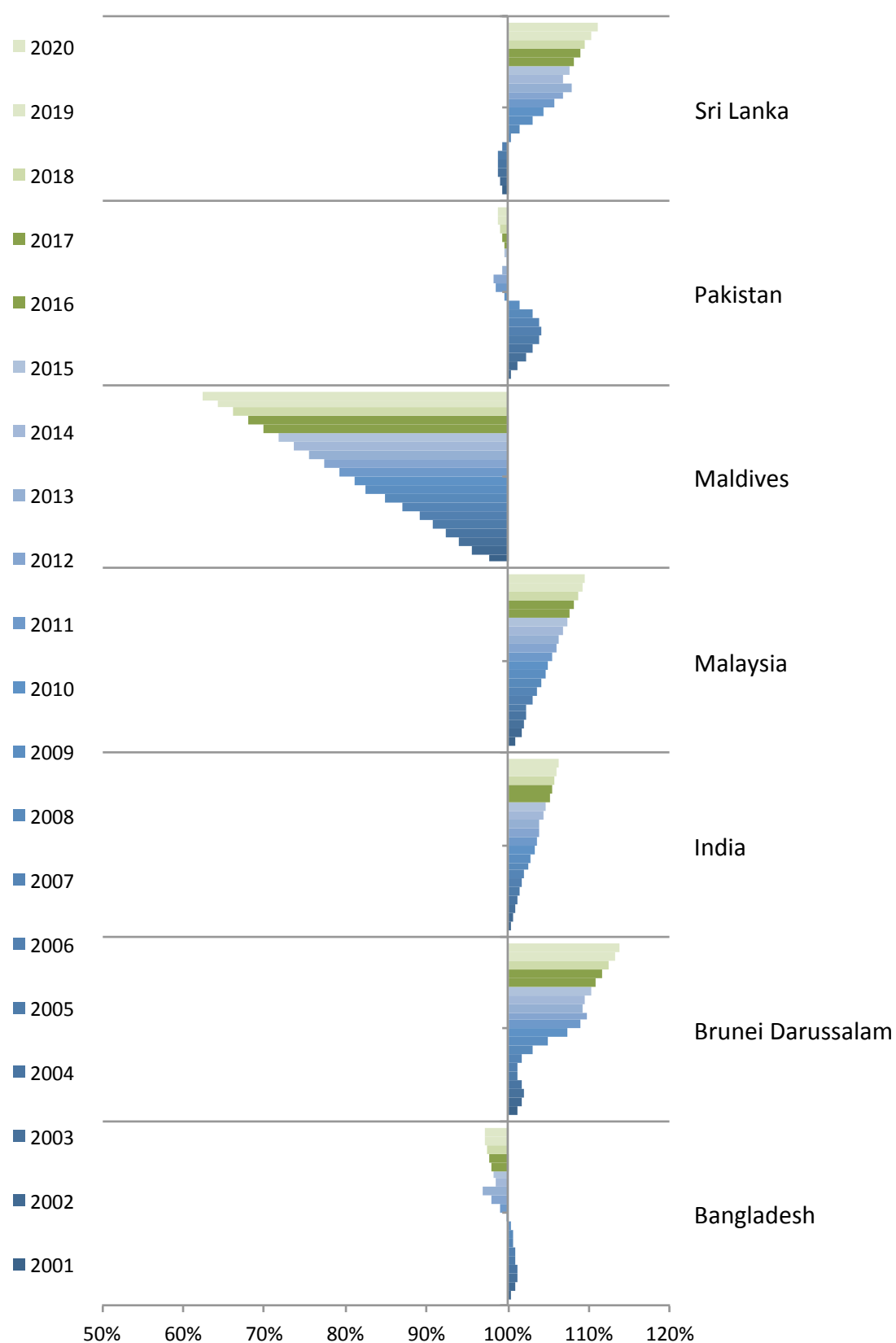


Chart 87: Percentage Change in Primary School-Aged Population In Asian Commonwealth Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in Asia

Chart 88: Lower Secondary Adjusted Net Enrolment Rate (ANER) in Asian Countries (2000-2015)

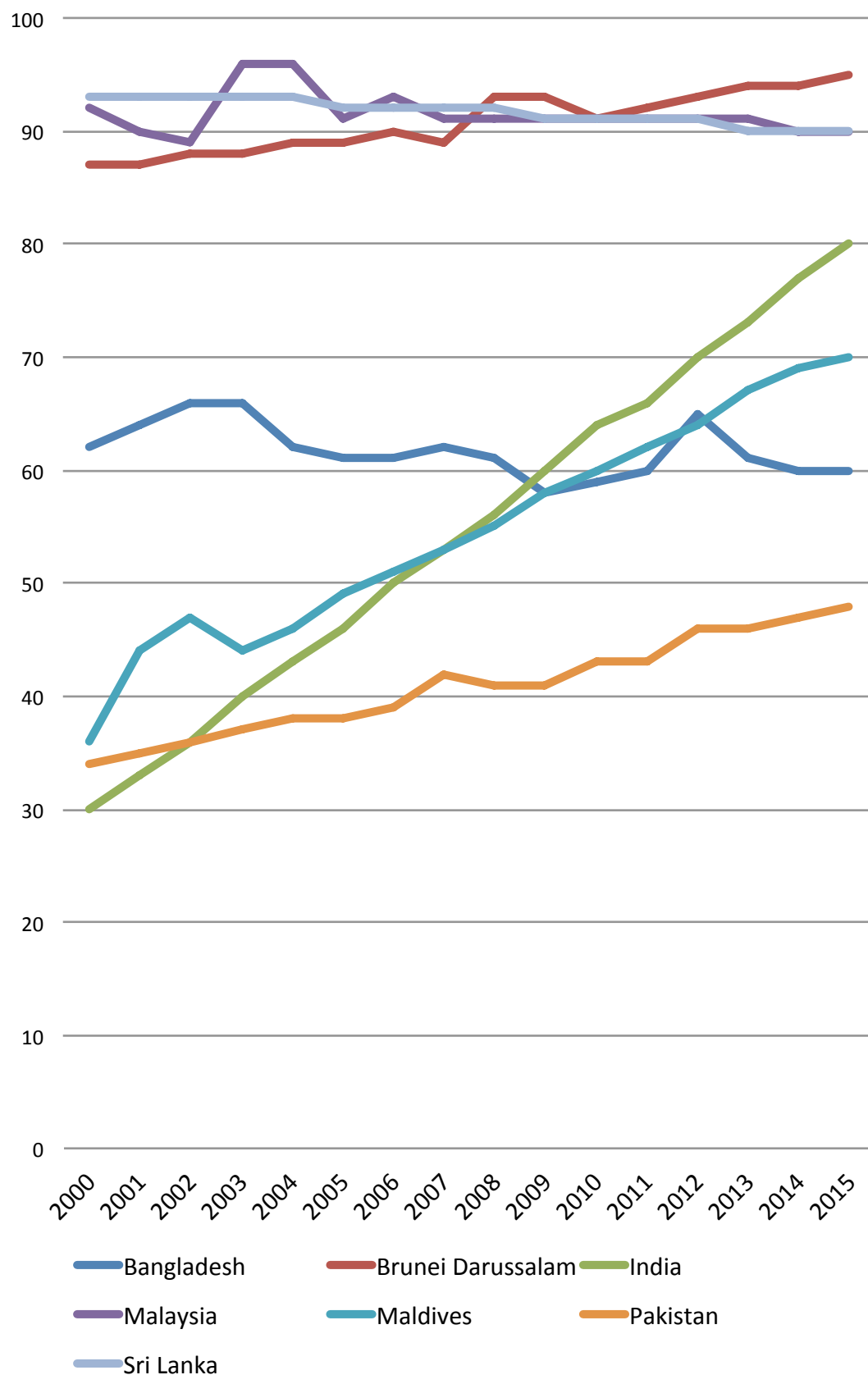


Chart 89: Lower Secondary Aged Out-of-School Children in Asian Countries (2000-2015)

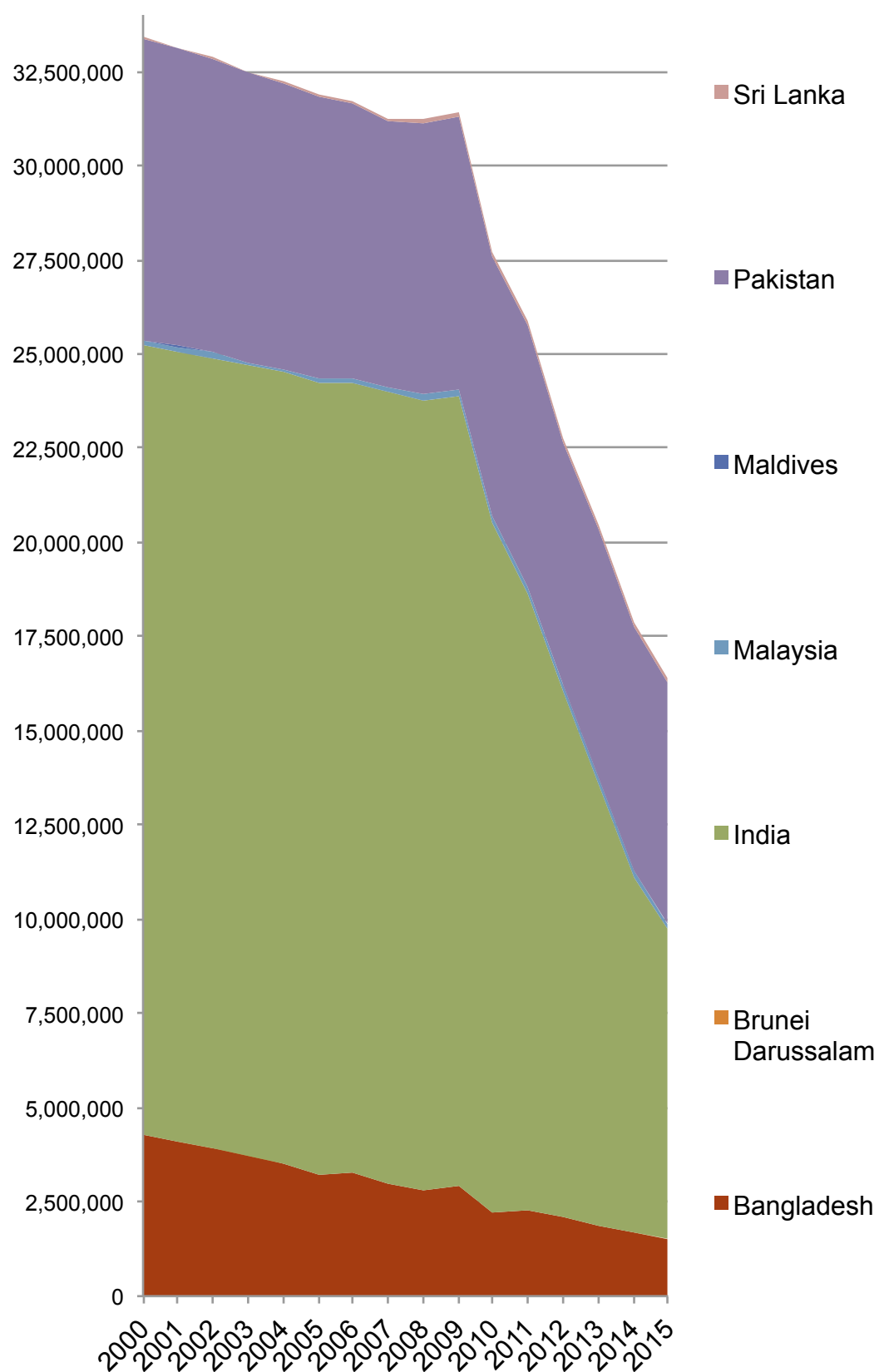


Chart 90: Upper Secondary Adjusted Net Enrolment Rate (ANER) in Asian Countries (2000-2015)

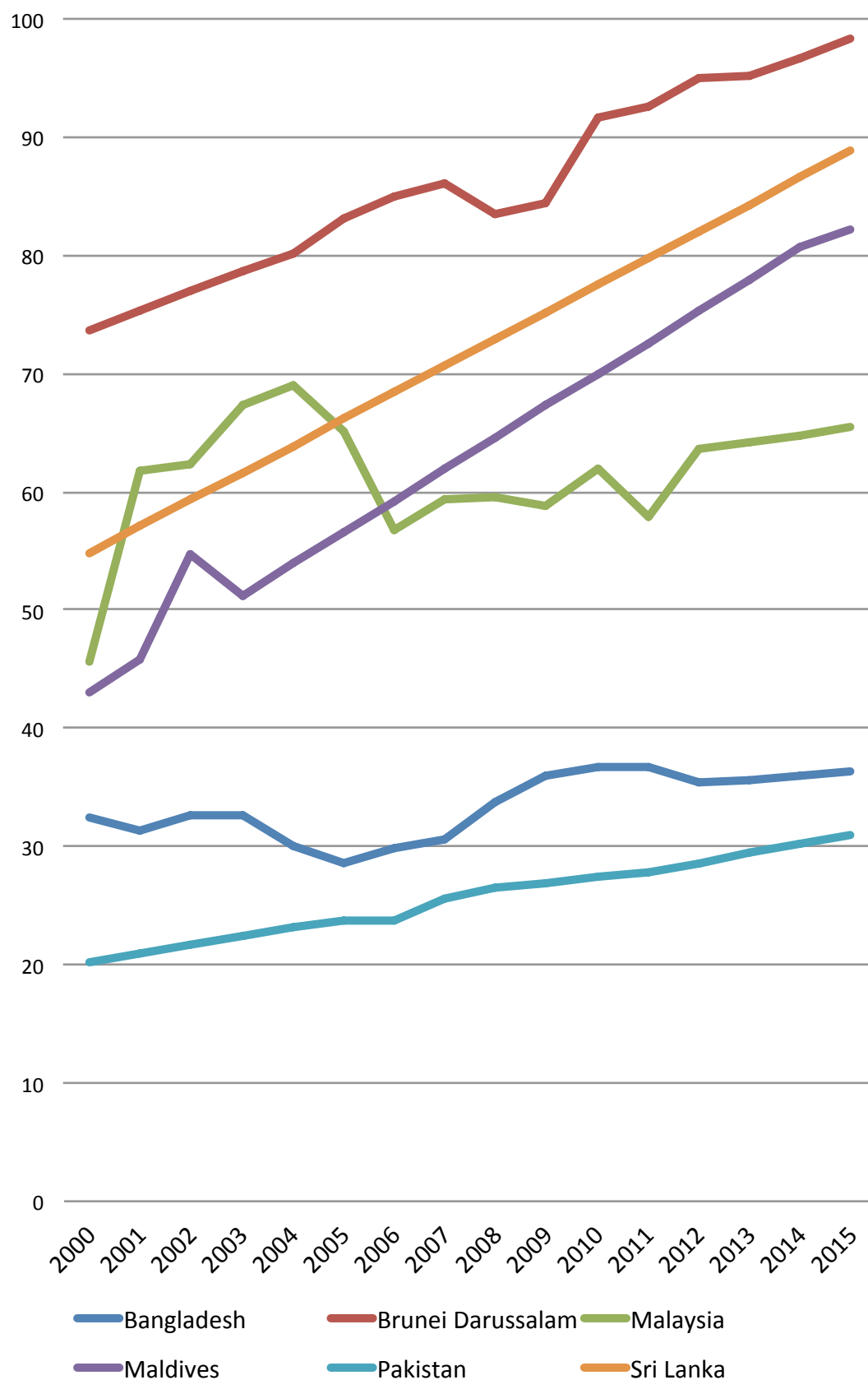
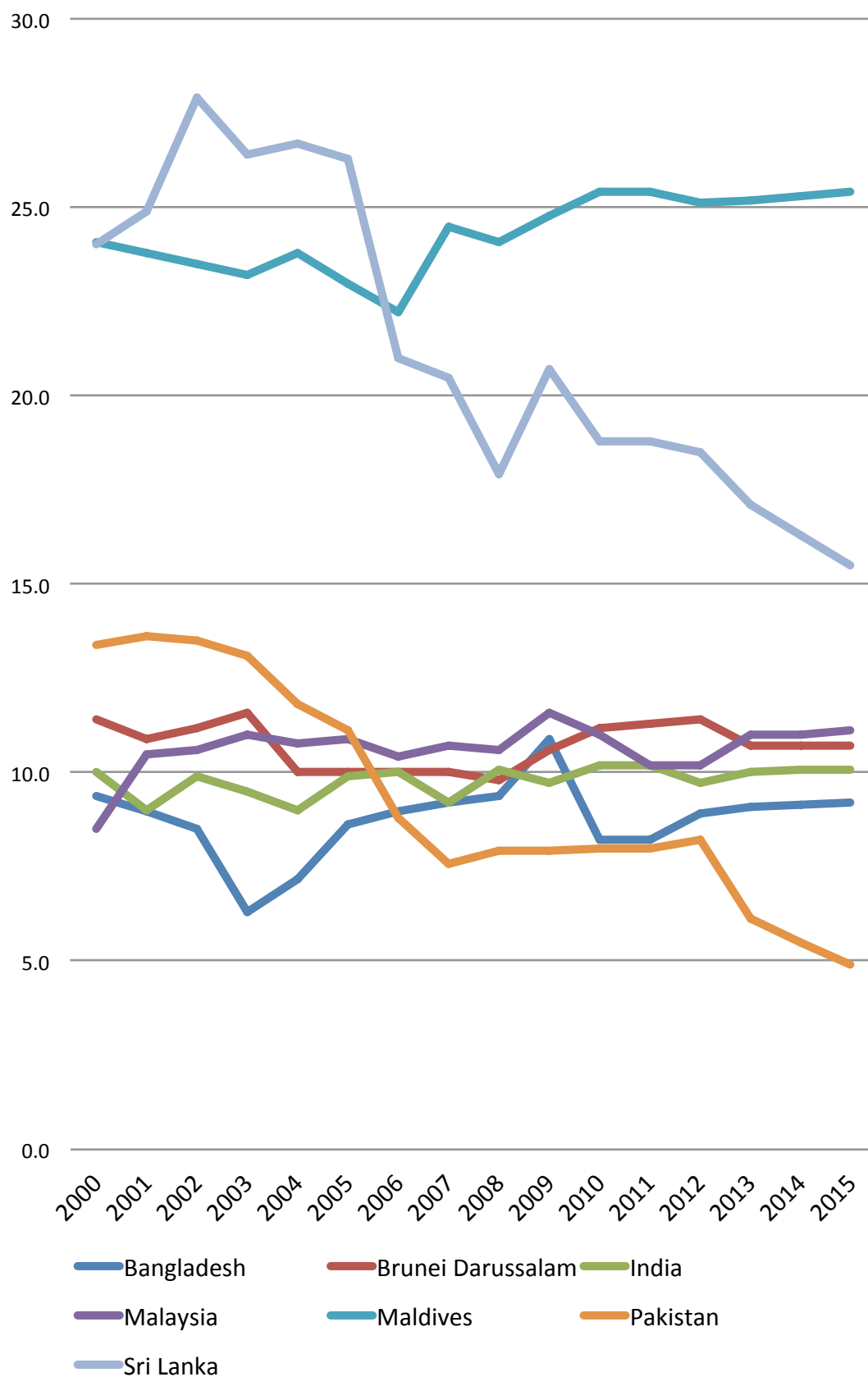


Chart 91: Youth Unemployment Rate in Asian Countries (2000-2015)

Educational Spending in Asia

Chart 92: Total Budgetary Spending on Education (%) in Asian Commonwealth Countries (2000-2015)

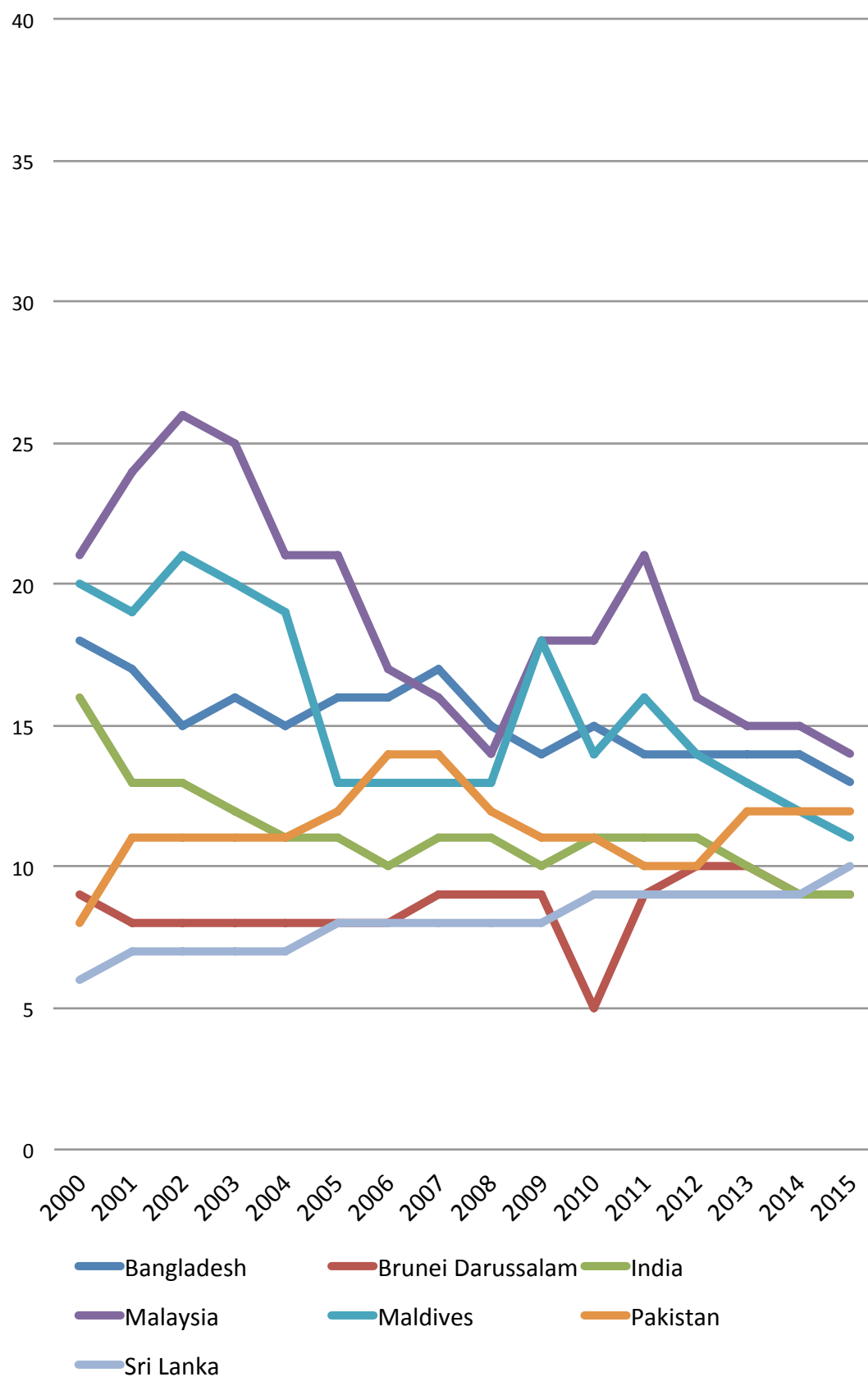
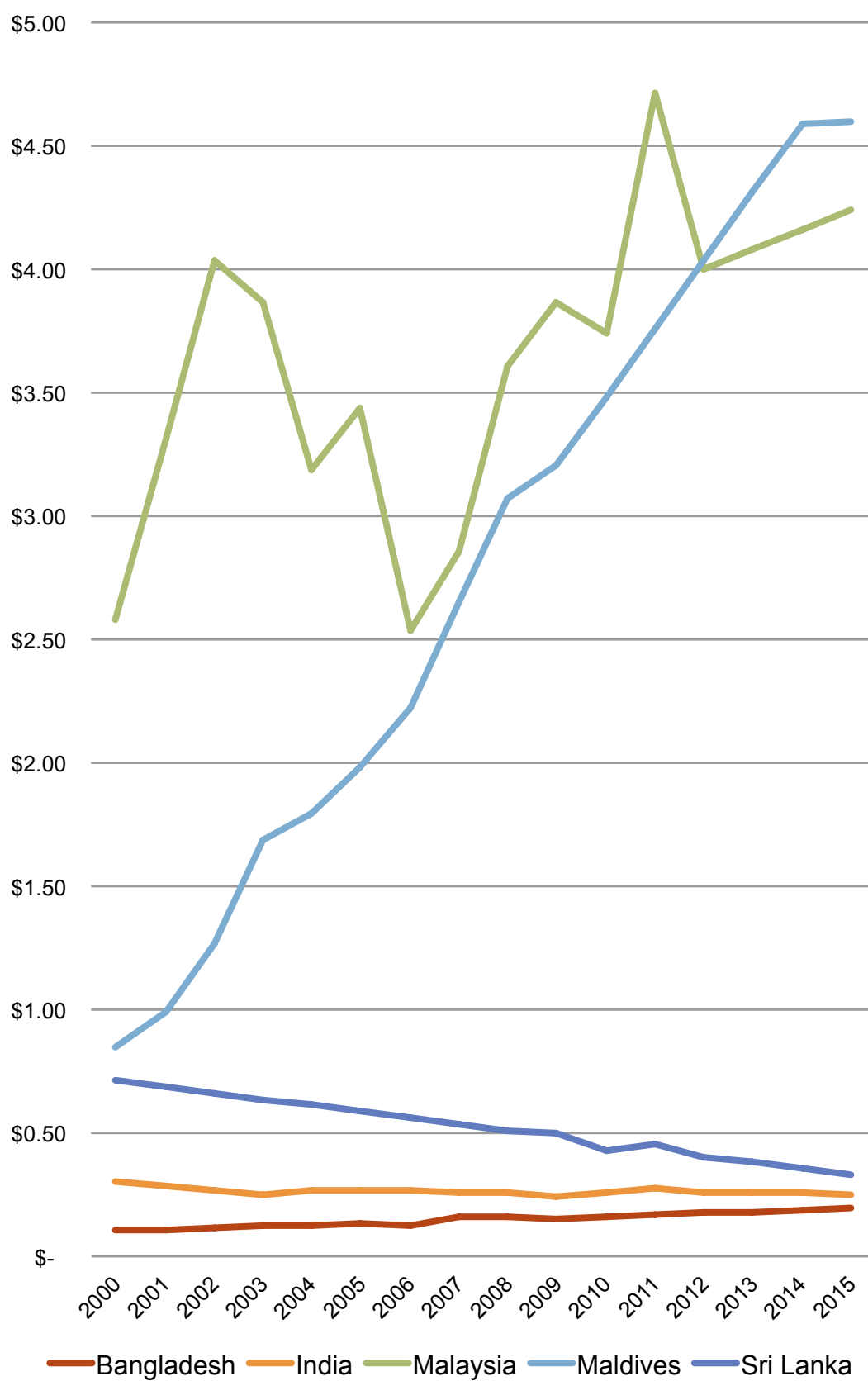


Chart 93: Total Spending Per Student Per Day on Education in Asian Commonwealth Countries (2000-2015)



Gender Equity in Asia

Chart 94: Primary ANER Gender Parity Index in Asian Commonwealth Countries (2000-2015)

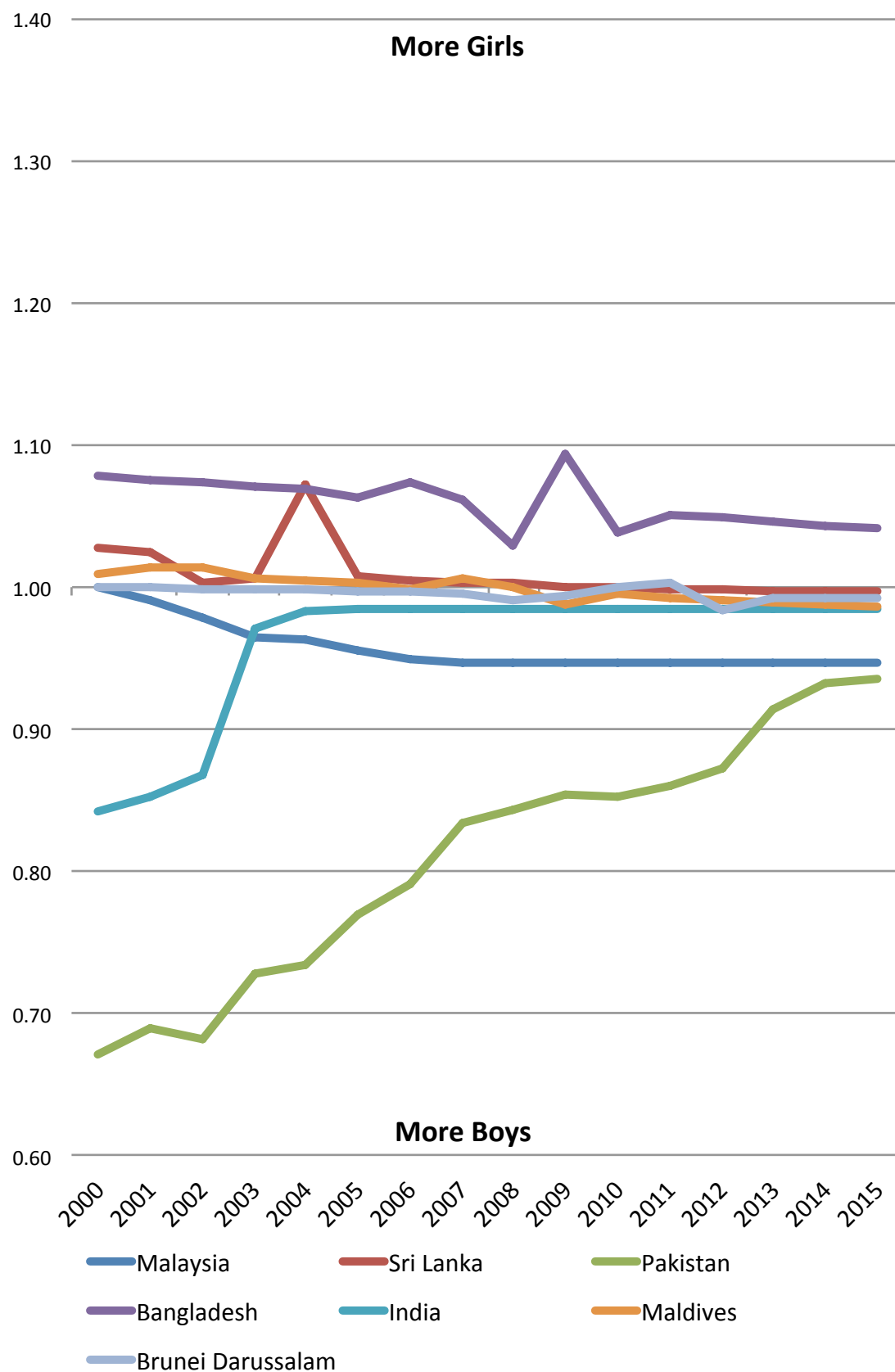
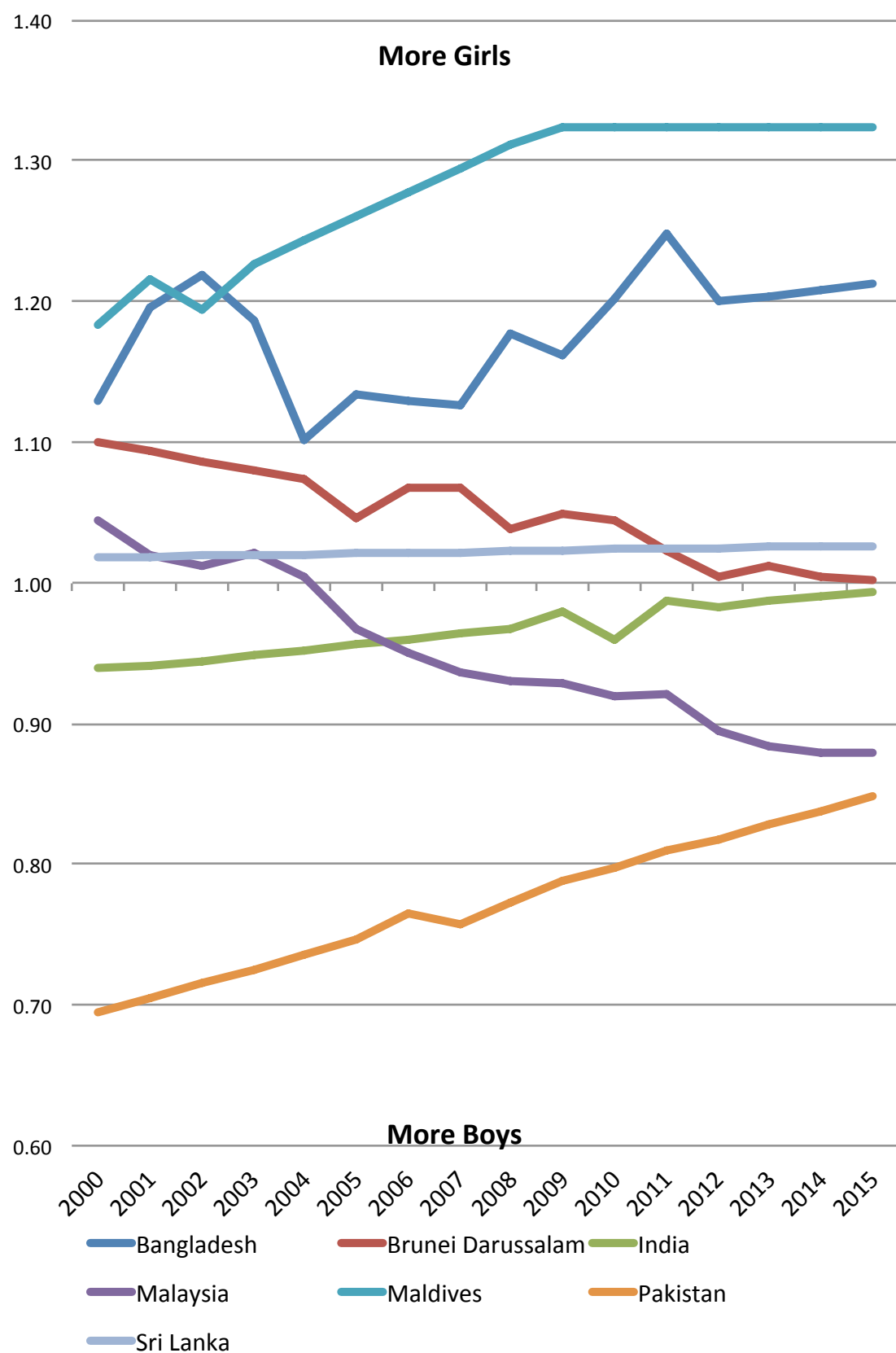


Chart 95: Lower Secondary ANER Gender Parity Index in Asian Commonwealth Countries (2000-2015)



10

Caribbean Commonwealth Countries

Twelve countries are in this group, namely Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Pre-primary net enrolment rates rose substantially in Antigua and Barbuda, and in Trinidad and Tobago. They also rose significantly in Grenada, which became the only Caribbean country reporting 100%. By contrast they fell in Guyana and were relatively low in Bahamas and Barbados. In Belize they rose, but in 2015 were only estimated at 50%.

These statistics were to some extent reflected in the pre-primary school life expectancy (Chart 97). The highest life expectancies at the end of the period were in Trinidad and Tobago followed by Jamaica. Guyana and St. Vincent and the Grenadines showed declining rates.

Primary Schooling

While most Caribbean Commonwealth countries maintained their primary adjusted net enrolment rates (Chart 98), some sharp declines were reported, most obviously in Guyana. Downward trends were also reported in St. Lucia, St. Kitts and Nevis, and Antigua and Barbuda. In line with this, the largest (and growing) numbers of out-of-school children were in Guyana and Antigua and Barbuda (Chart 99). However, almost all countries reported improvements in teacher-pupil ratios.

Secondary Schooling

At the lower secondary level, most countries remained in roughly the same proportions at the end of the period as they had been at the beginning. The most notable exceptions were Antigua and Barbuda, where enrolment rates dipped, and St. Lucia where they

rose from 70% to over 90%.

At the upper secondary level a sharp decline was again recorded in Grenada. Others, including Barbados and St. Lucia, achieved significant increases (Chart 104 on page 138).

Youth Unemployment

According to Chart 105 on page 139, youth unemployment is highest in Guyana followed by Jamaica and Barbados.

Government Expenditures on Education

In St. Vincent and the Grenadines, government expenditures on education as a proportion of the total budget are reported to have fallen from the very high level of 30% in 2000 to below 10% in 2015 (Chart 106 on page 140). They also diminished significantly in Guyana. By contrast, they were raised substantially in Trinidad and Tobago and in Belize. The overall patterns were more diverse than in other Commonwealth regions.

In line with the increase budgetary allocations in Trinidad and Tobago, spending per student per day increased markedly (Chart 107). Even more dramatic was the increase in Barbados, despite largely constant expenditures as a proportion of total budget (Chart 108).

Gender Parity

At the primary level, the majority of countries converged on gender parity with the most obvious exception of Guyana which at the end of the period appeared to have shifted from slightly favouring boys to strongly favouring girls. Divergence was also evident in Bahamas and in Antigua and Barbuda. Yet while at the primary level boys in Antigua and Barbuda were favoured, at the secondary level girls were favoured (Chart 109 on page 143).

ECCE in the Caribbean

Chart 96: Pre-Primary Net Enrolment Rate (NER) in Caribbean Commonwealth Countries (2000-2015)

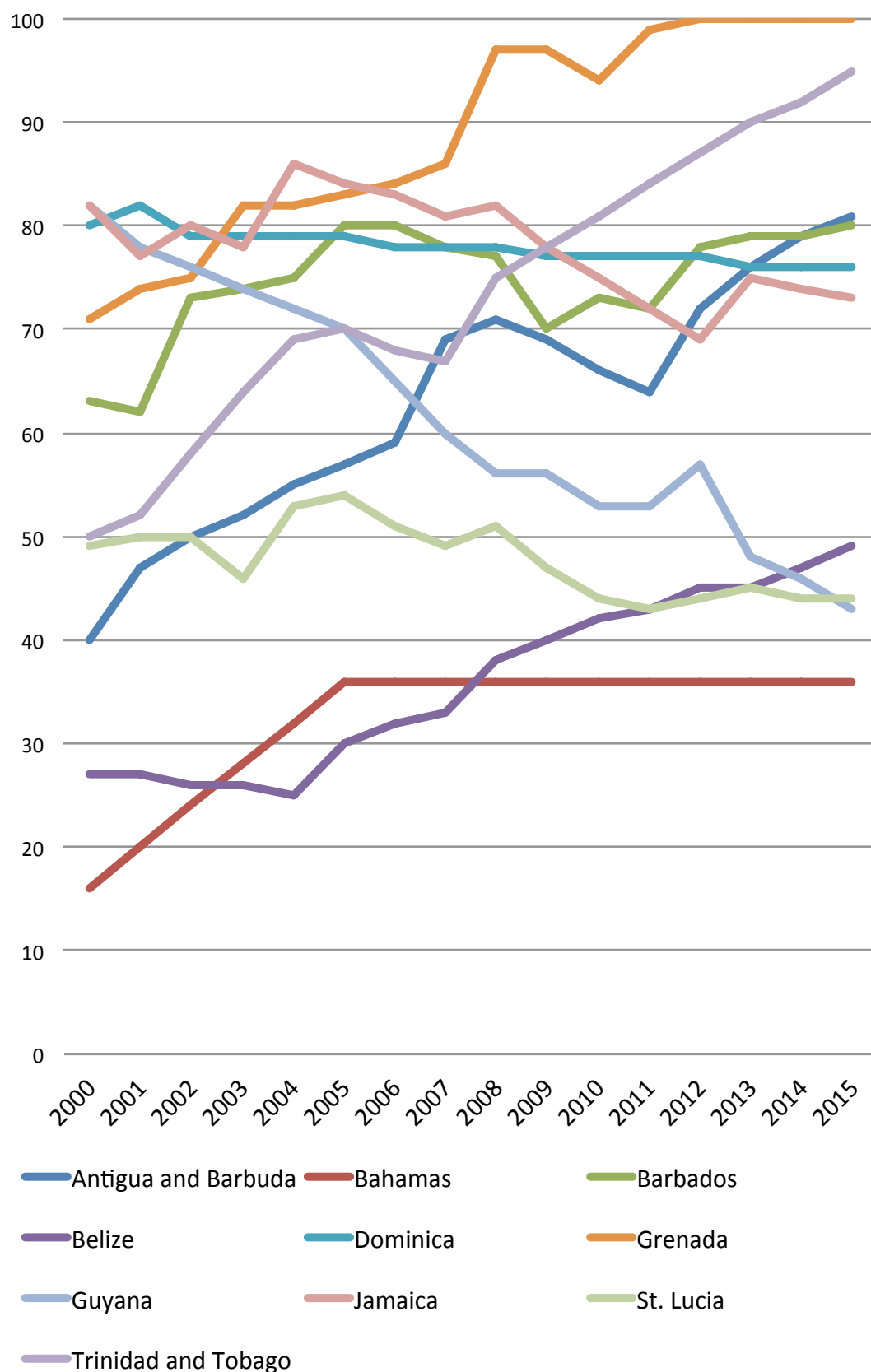
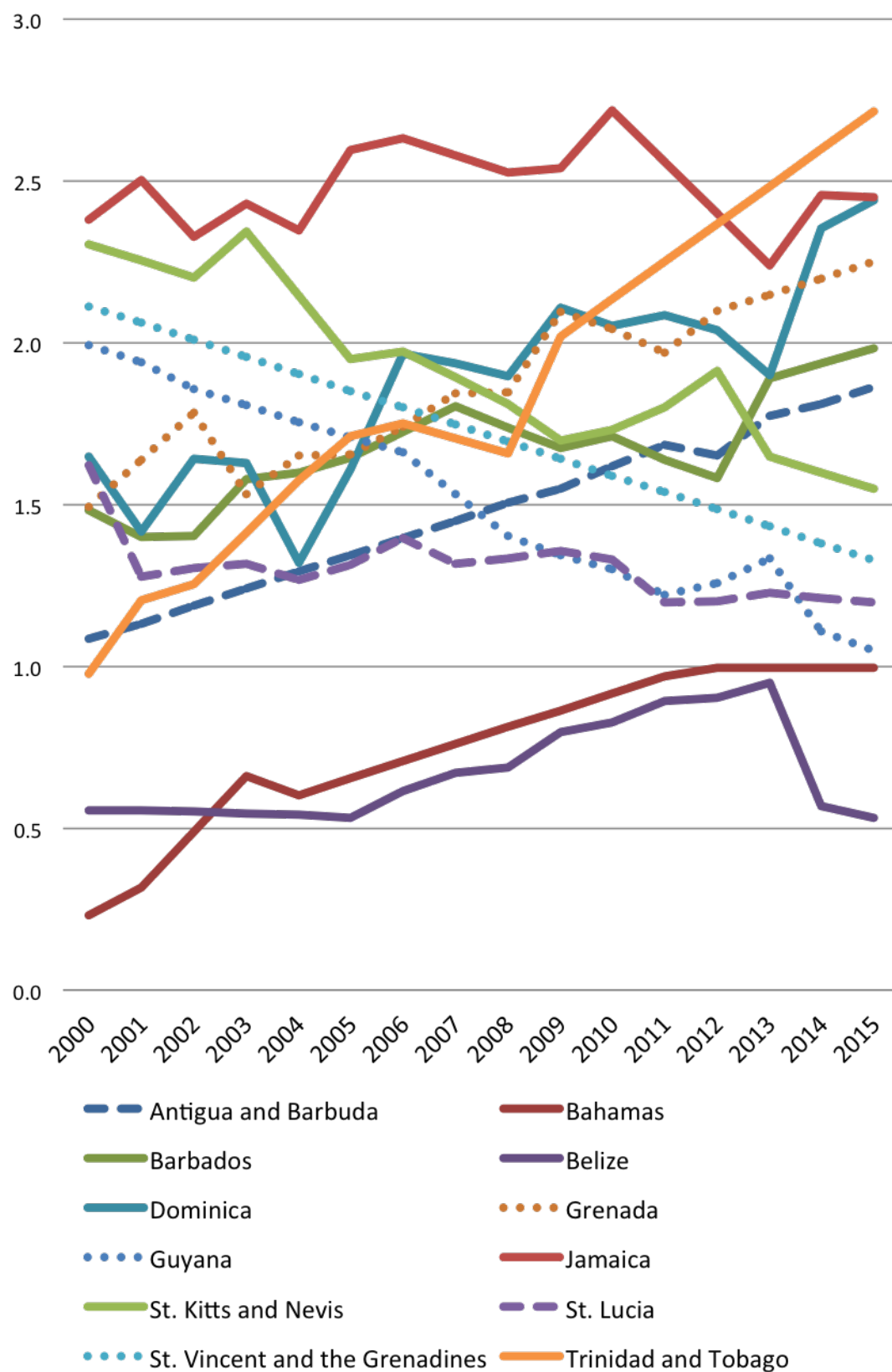


Chart 97: Pre-Primary School Life Expectancy (SLE) in Caribbean Commonwealth Countries (2000-2015)



Primary Schooling in the Caribbean

Chart 98: Primary Adjusted Net Enrolment Rate (ANER) in Caribbean Commonwealth Countries (2000-2015)

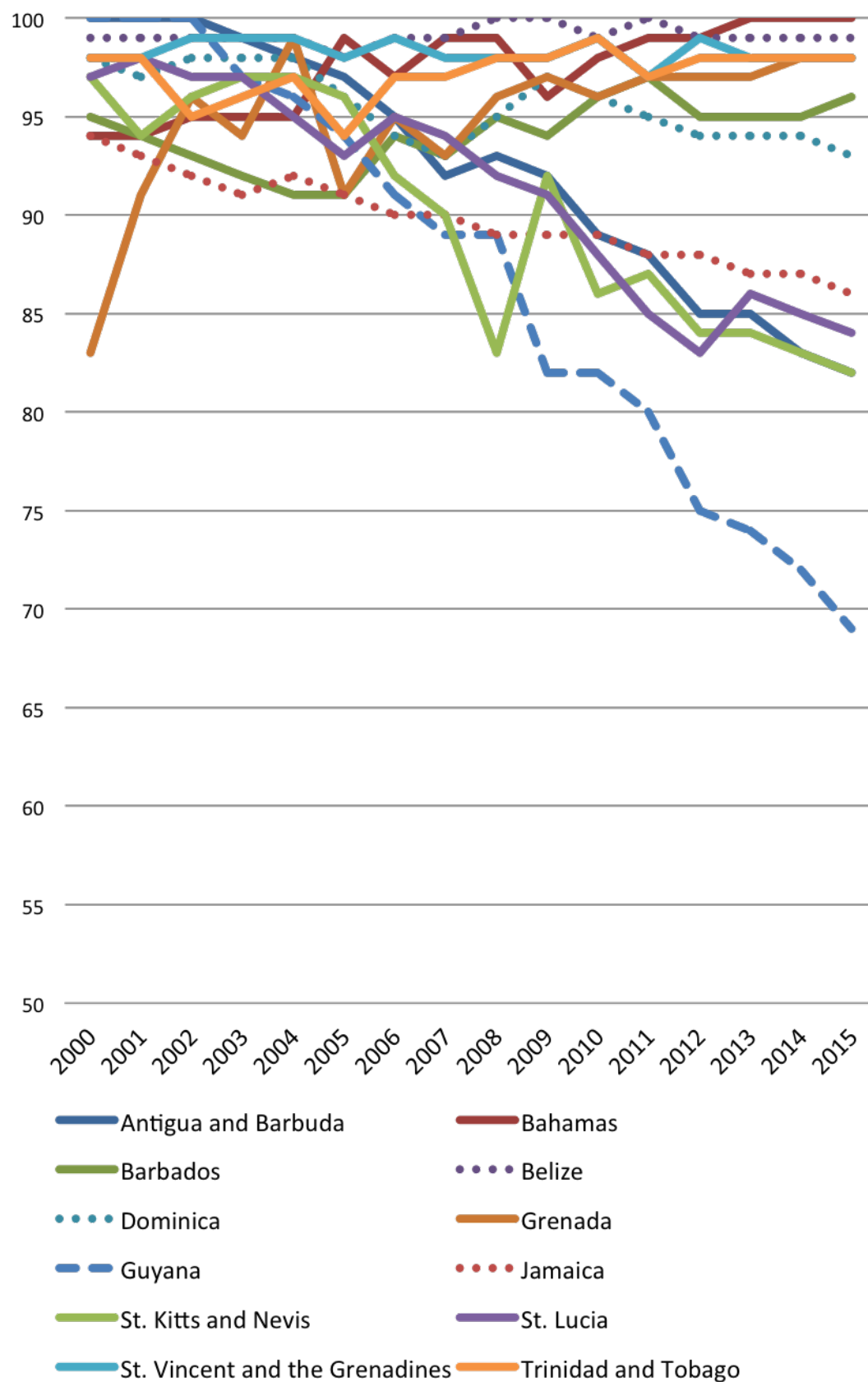
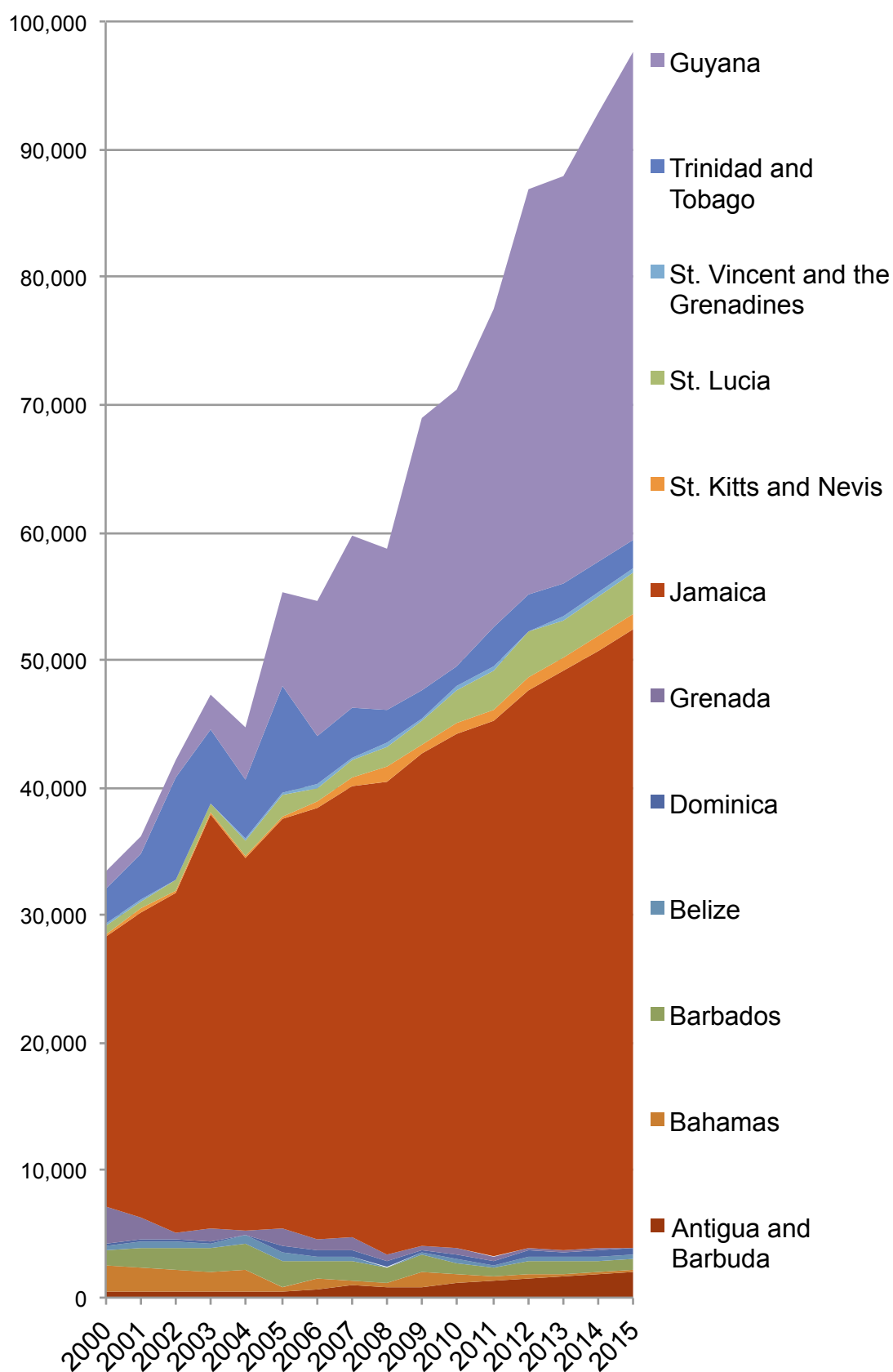


Chart 99: Primary Aged Out-of-School Children in Caribbean Countries (2000-2015)



Primary School-Aged Demographics in the Caribbean

Chart 100: Primary School Aged Population and Out-Of-School Youth in Caribbean Commonwealth Countries (2015 Estimate)

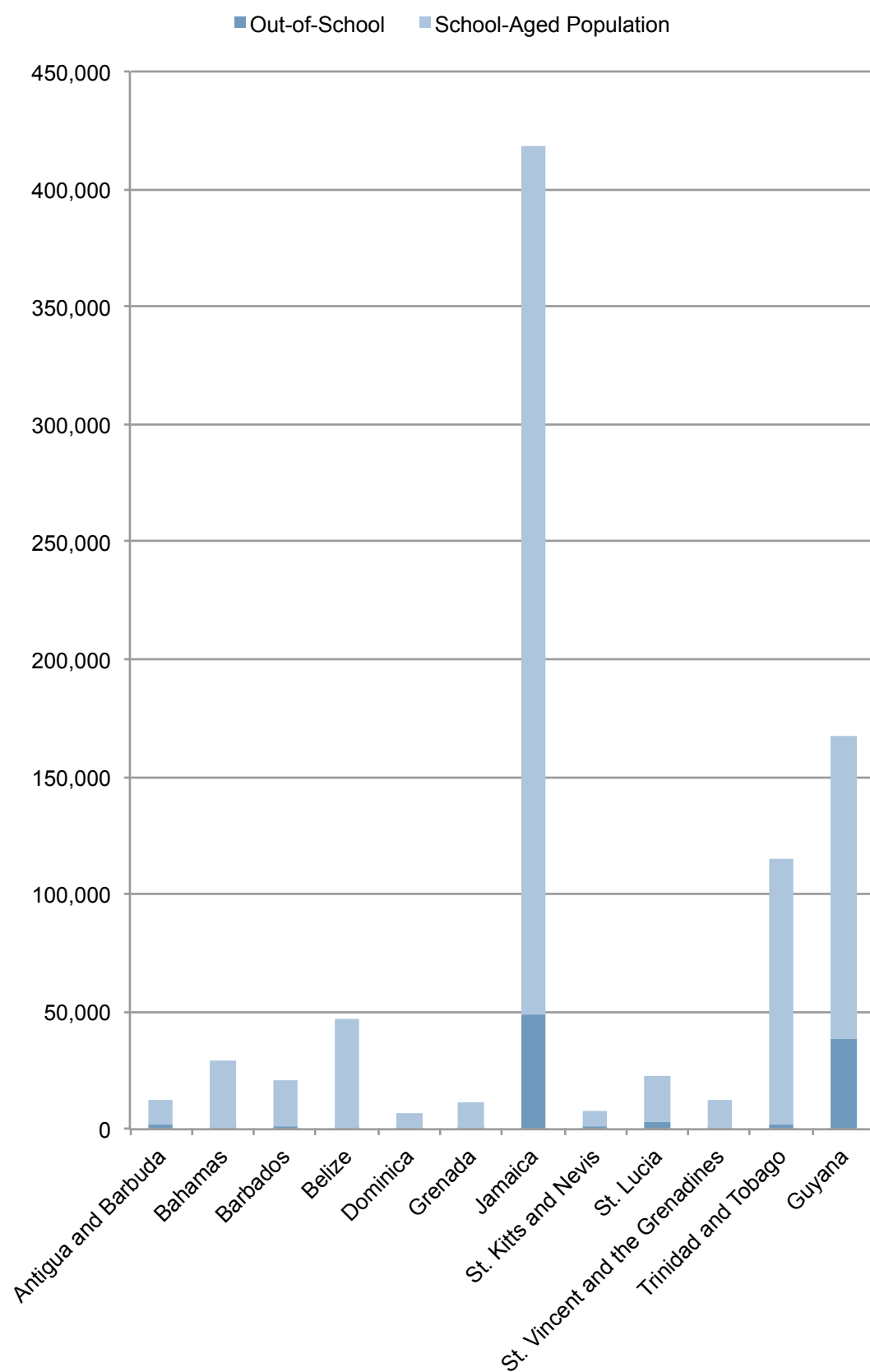
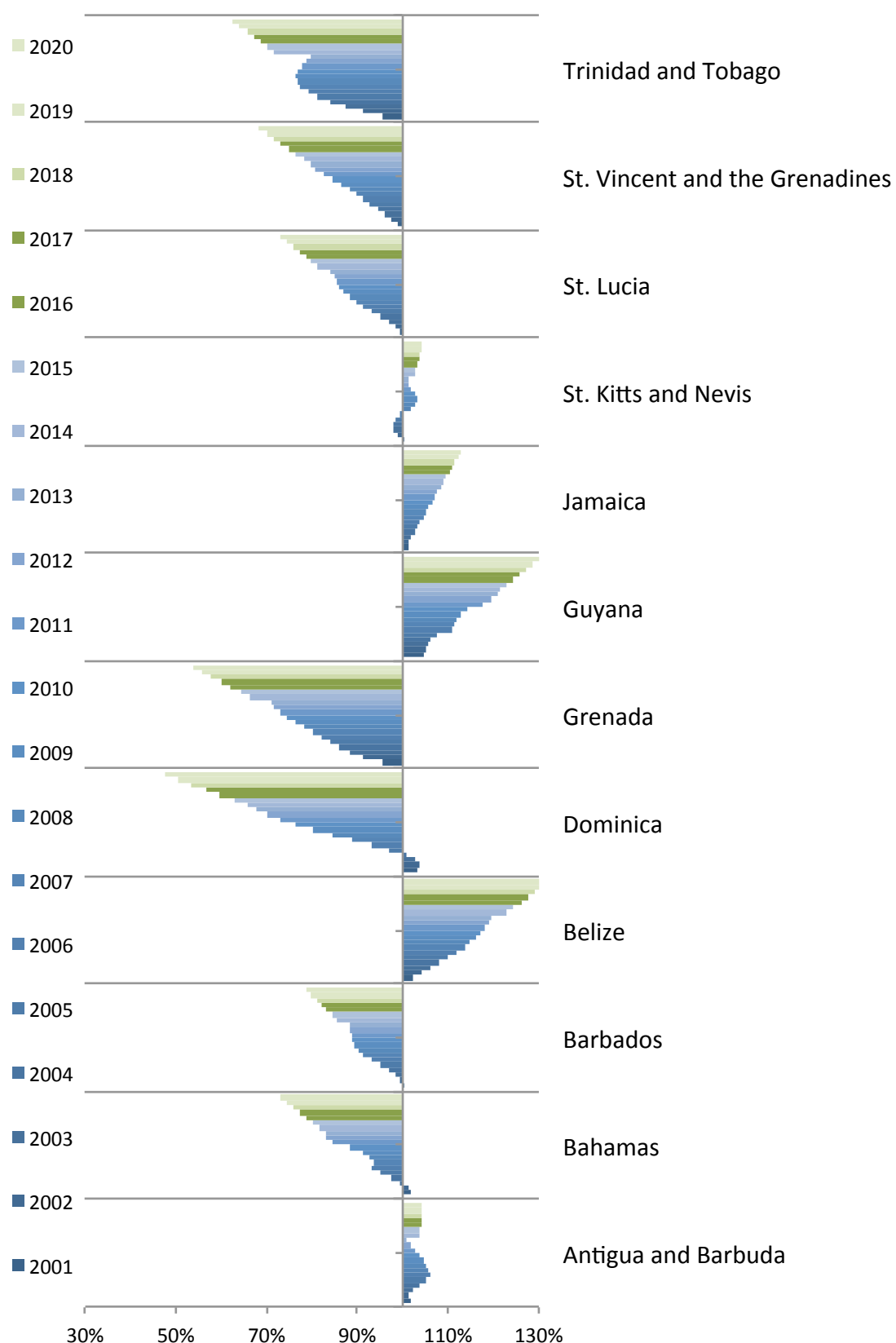


Chart 101: Percentage Change in Primary School-Aged Population In Caribbean Commonwealth Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in the Caribbean

Chart 102: Lower Secondary Adjusted Net Enrolment Rate (ANER) in Caribbean Countries (2000-2015)

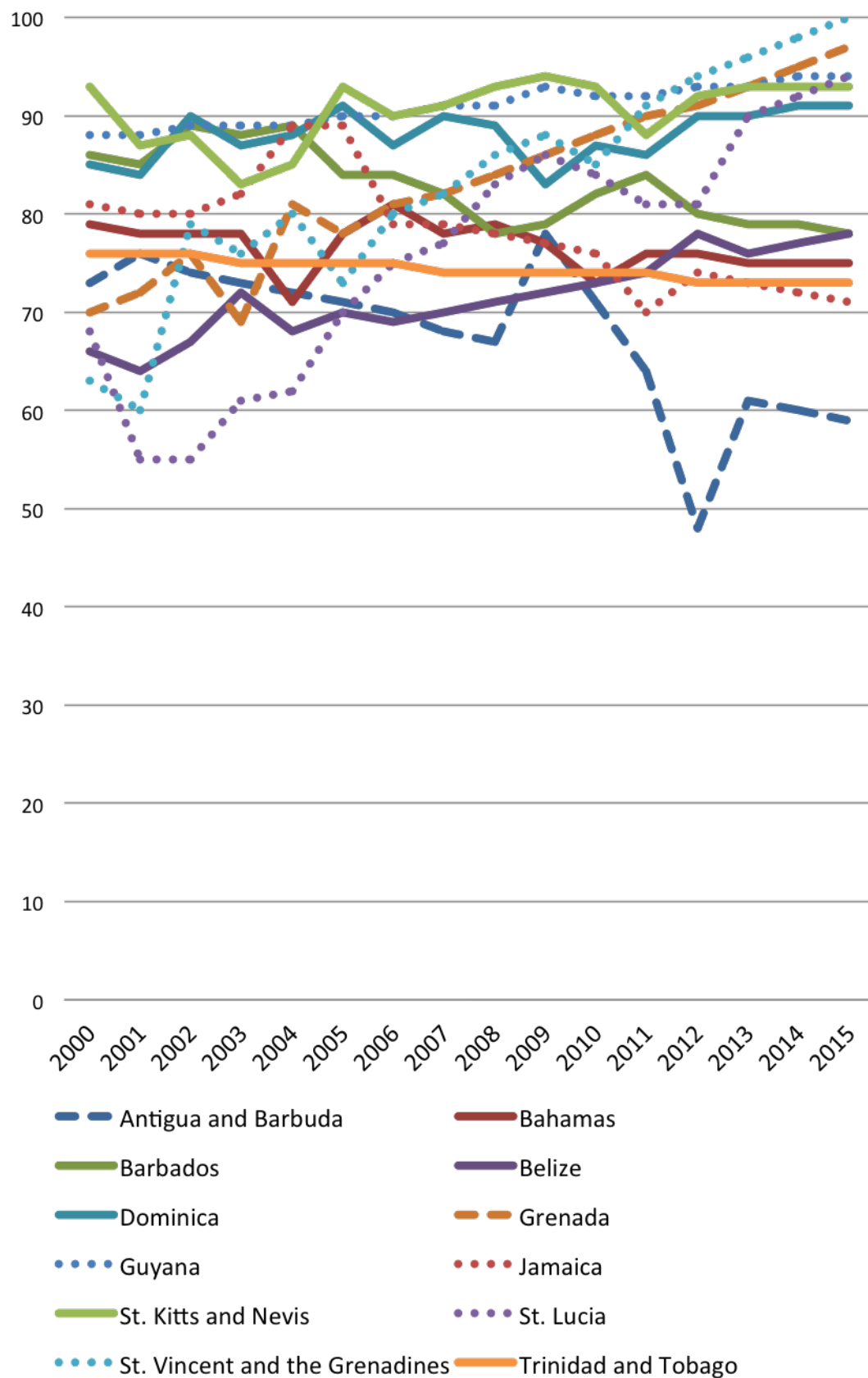


Chart 103: Lower Secondary Aged Out-of-School Children in Caribbean Countries (2000-2015)

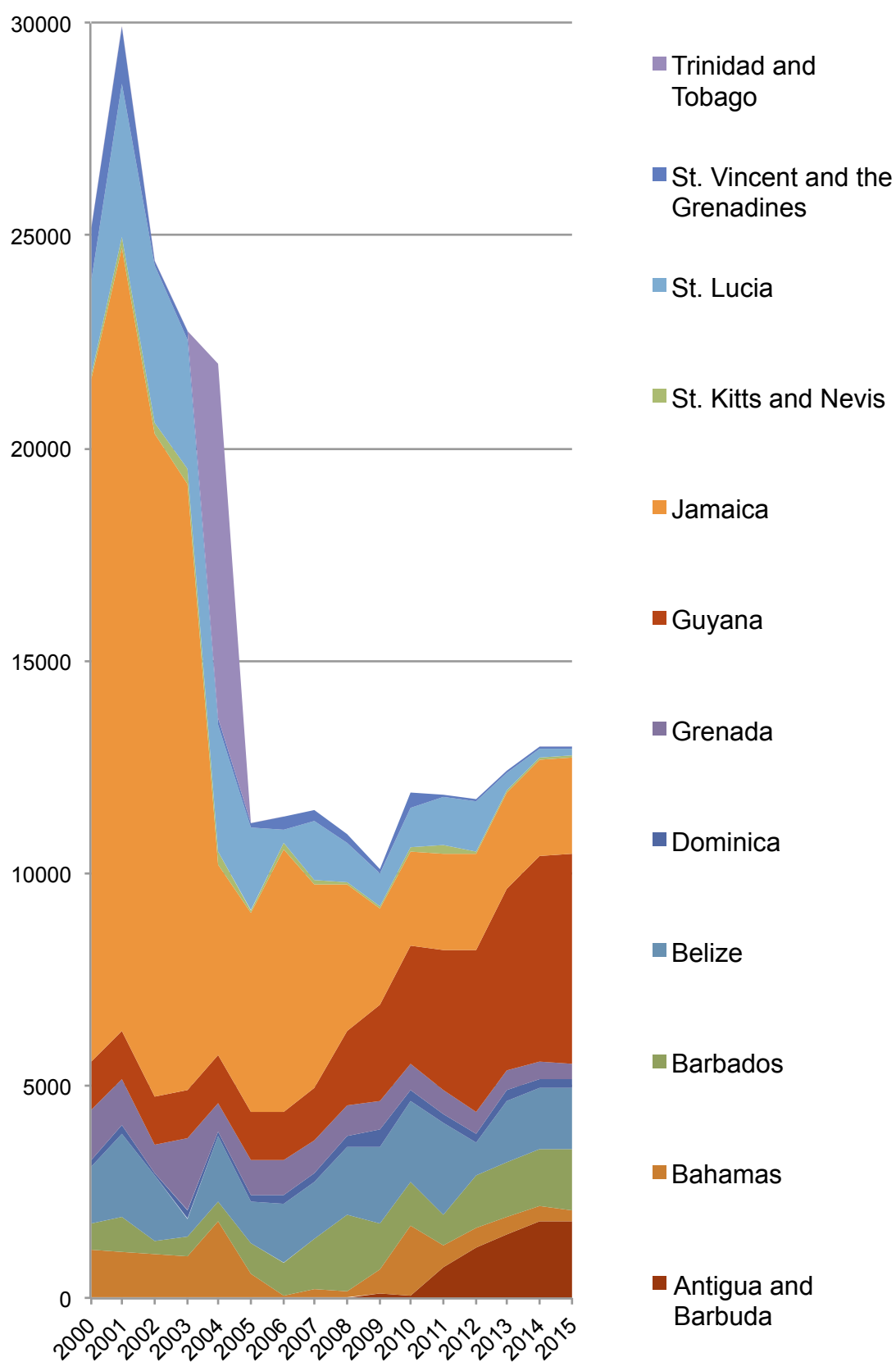


Chart 104: Upper Secondary Adjusted Net Enrolment Rate (ANER) in Caribbean Countries (2000-2015)

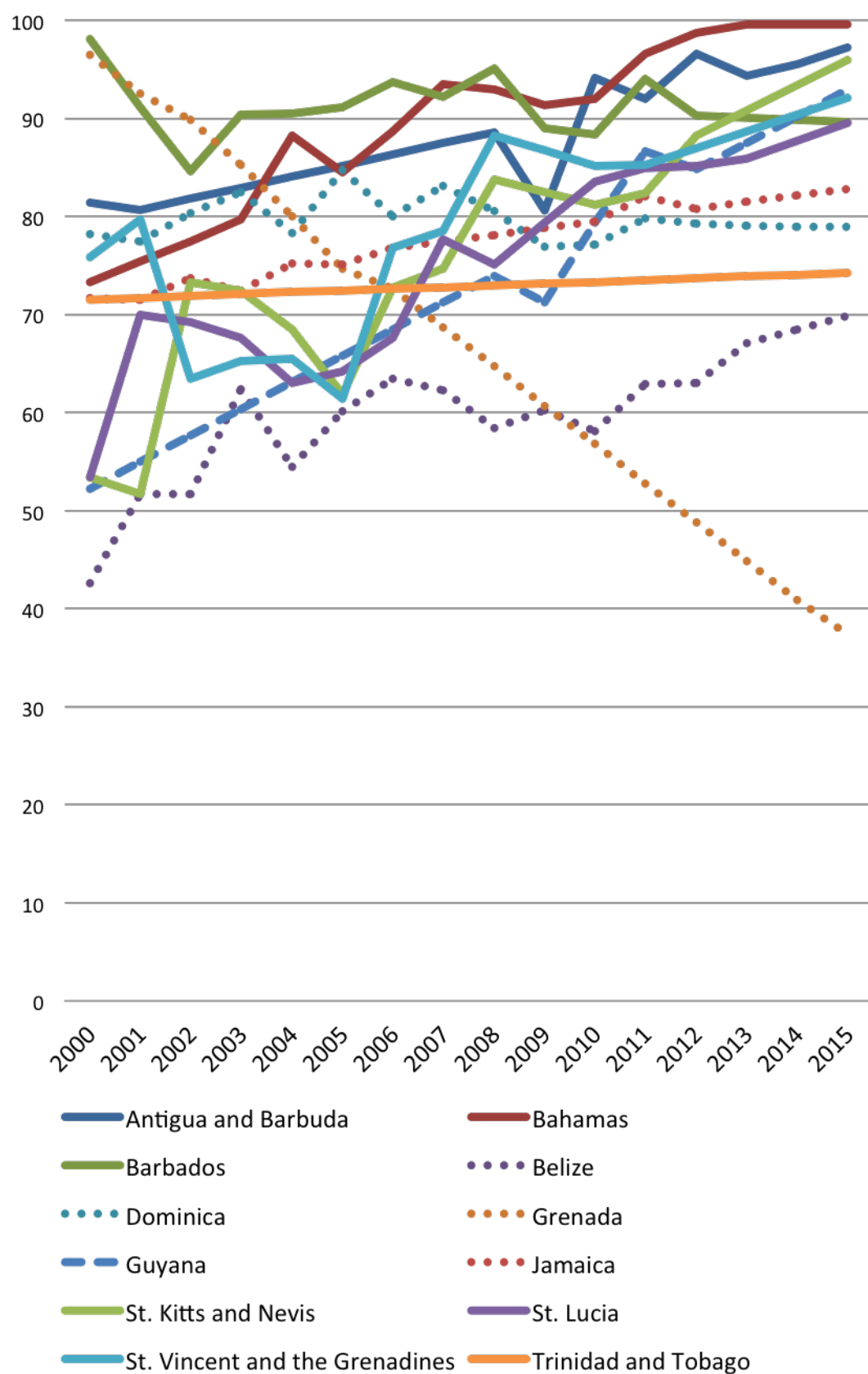
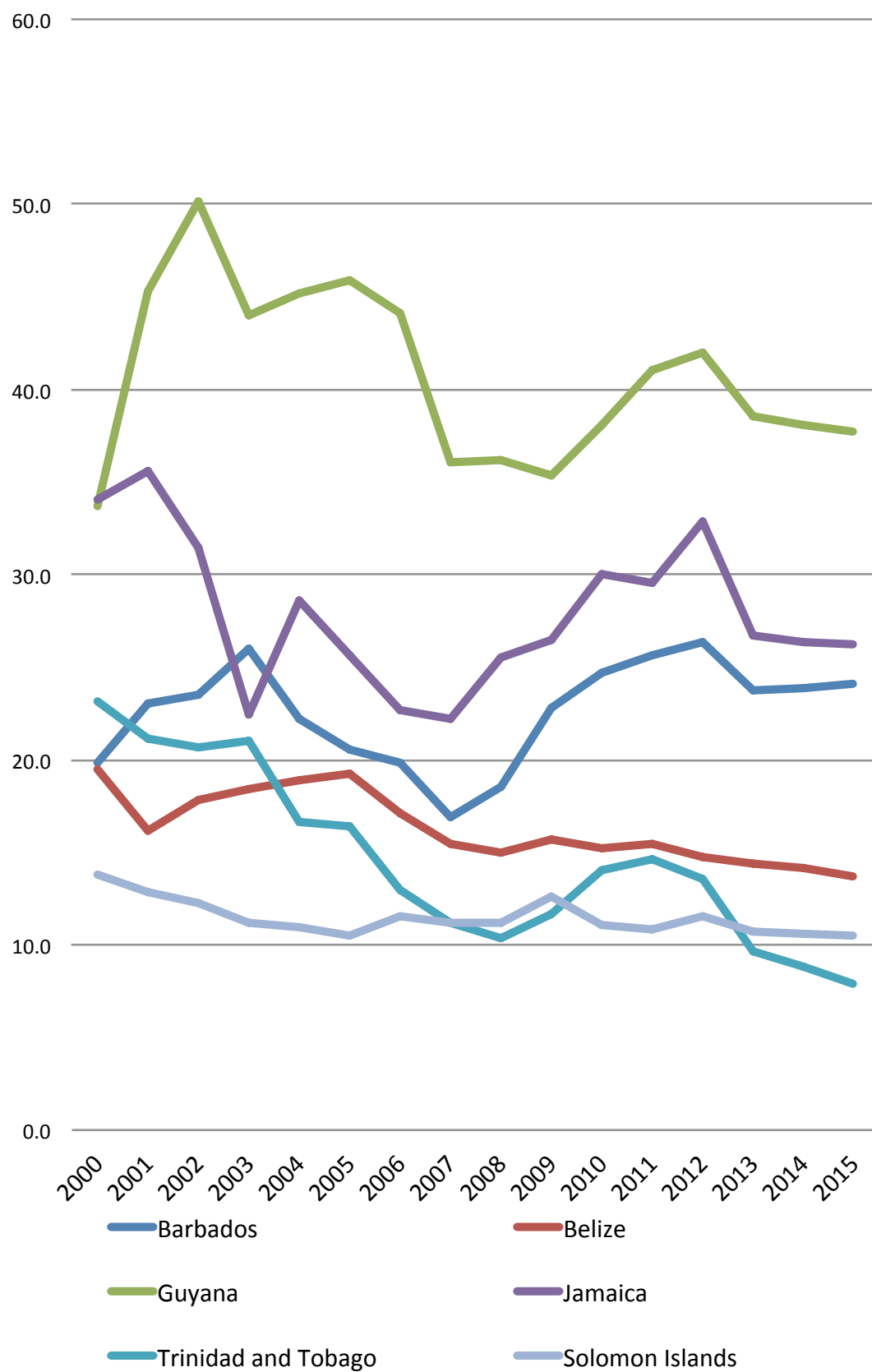


Chart 105: Youth Unemployment Rate in Caribbean Commonwealth Countries (2000-2015)



Educational Spending in the Caribbean

Chart 106: Total Budgetary Spending on Education (%) in Caribbean Commonwealth Countries (2000-2015)

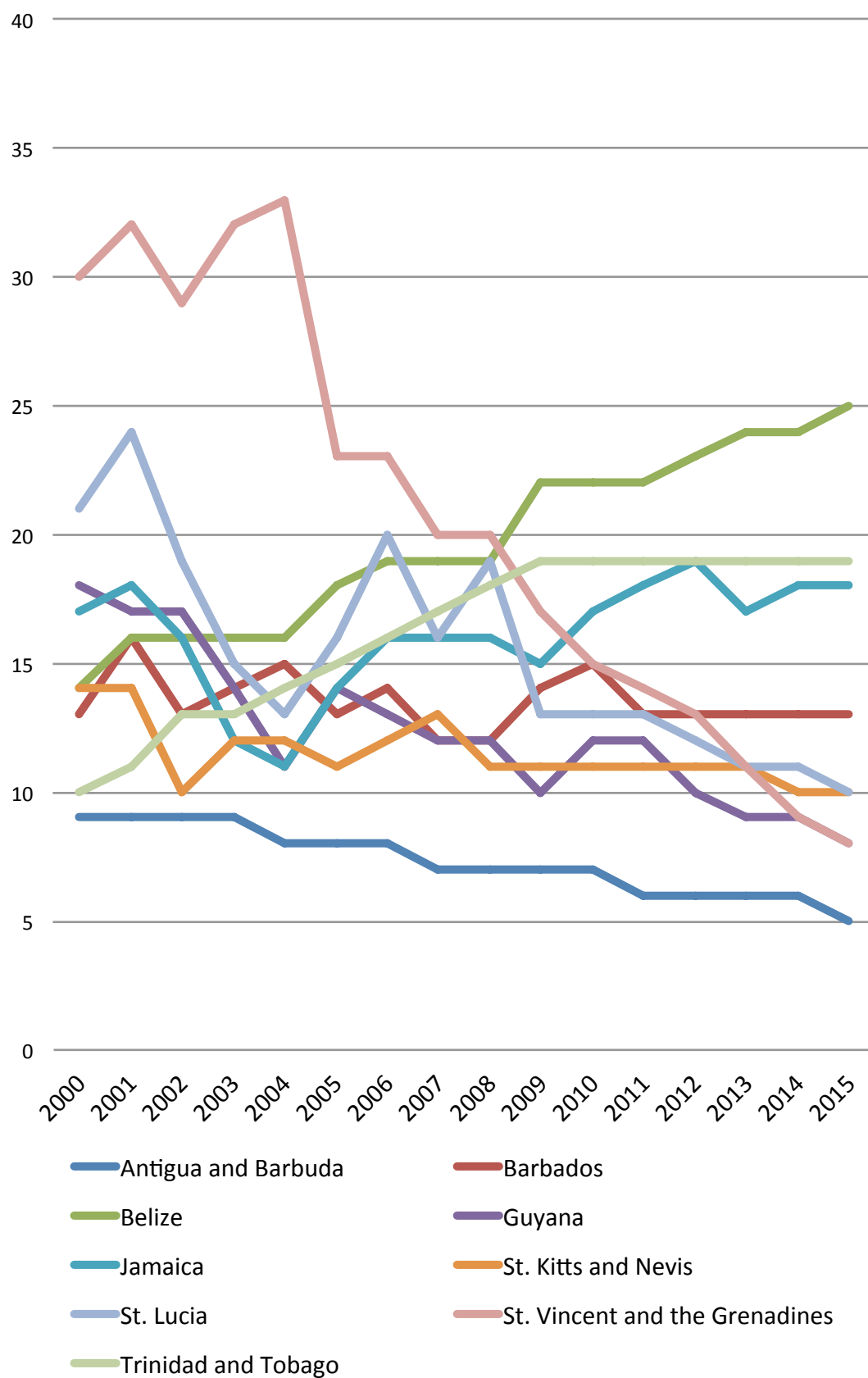
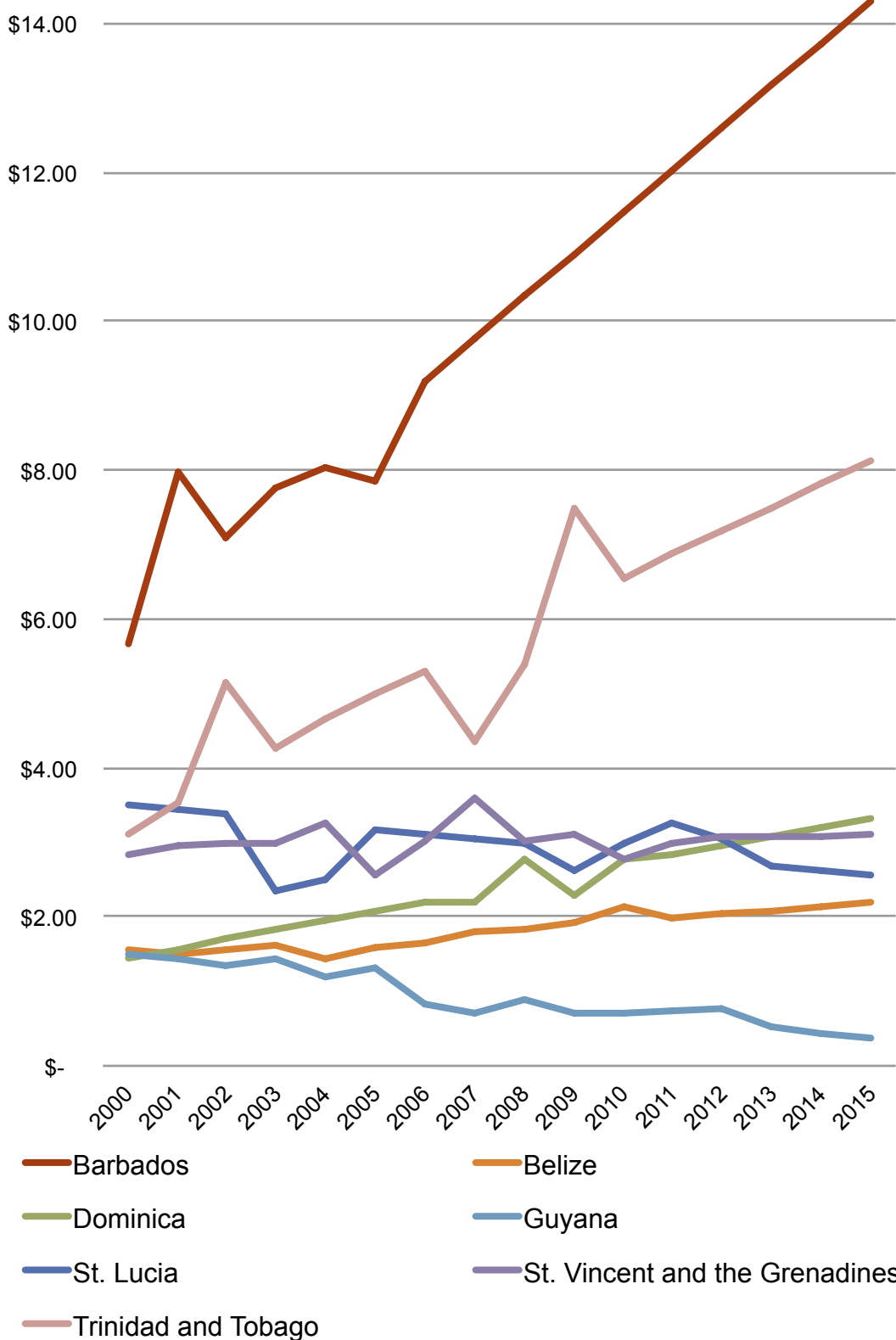


Chart 107: Total Spending Per Student Per Day on Education in Caribbean Commonwealth Countries (2000-2015)



Gender Equity in the Caribbean

Chart 108: Primary ANER Gender Parity Index in Caribbean Commonwealth Countries (2000-2015)

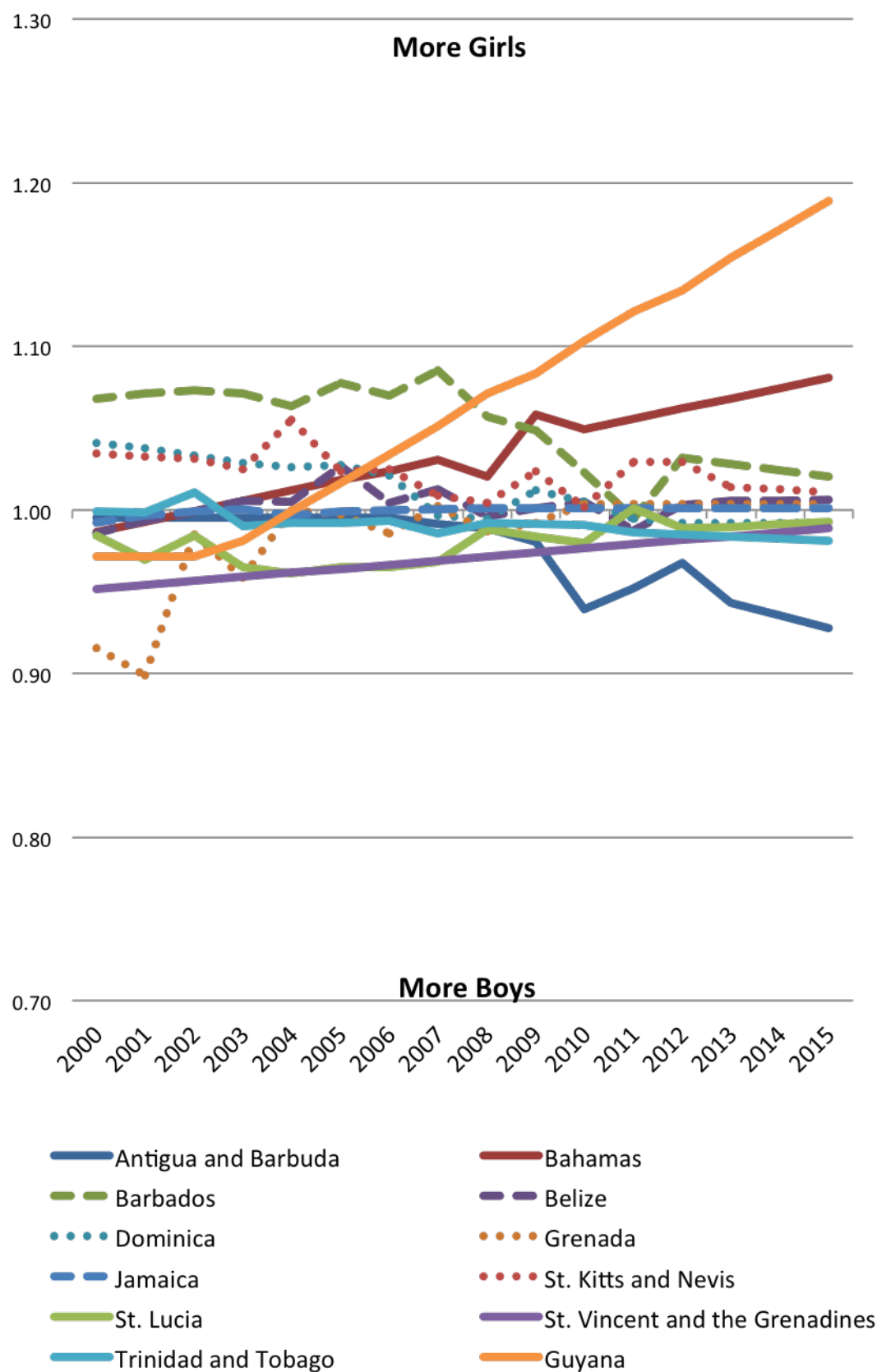
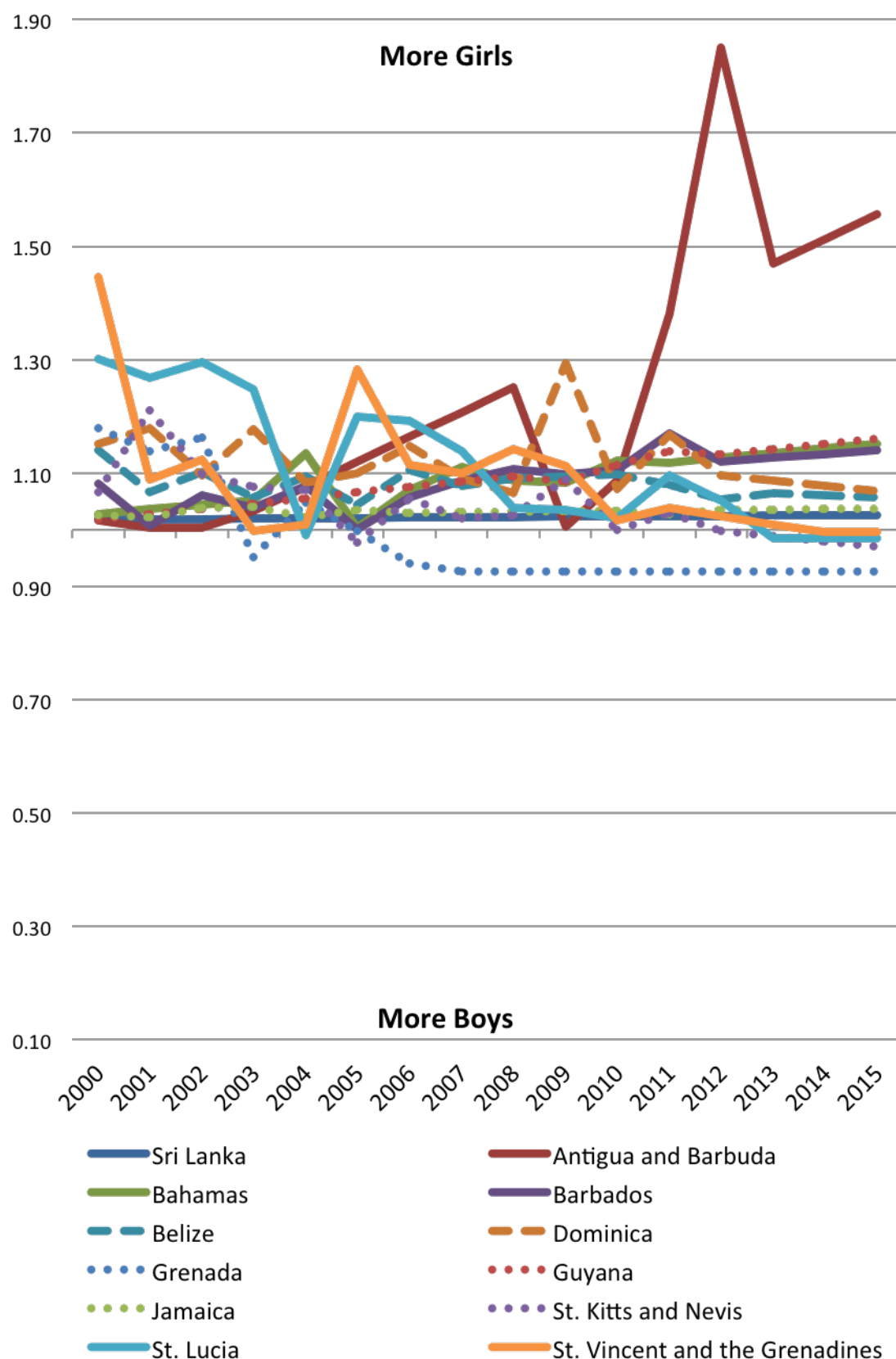


Chart 109: Lower Secondary ANER Gender Parity Index in Caribbean Commonwealth Countries (2000-2015)



11

Pacific Commonwealth Countries

Nine countries are in this group, namely Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Fiji. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Tuvalu was reported to have commenced the period with a pre-primary net enrolment rate of 100% (Chart 110), but to have dropped to 70% in 2015. A steep decline was also reported in Solomon Islands, and a less steep decline in Samoa. By contrast, Nauru and Vanuatu showed increases, while Tonga was stable but at a low level.

Pre-primary school life expectancy was also low in Tonga (Chart 111). Kiribati achieved an increase, as did Nauru and Vanuatu.

Primary Schooling

Great advances were reported in Papua New Guinea, and even more in Solomon Islands. Chart 112 indicates that Solomon Islands and Fiji had estimated adjusted net enrolment rates in 2015 of 100%, and that Vanuatu and Samoa were not far behind. However, Tonga was reported to have a declining rate. Papua New Guinea, having by far the largest population in the region, also had the largest number of out of school children (Chart 113). Indeed the number of out-of-school children rose despite the improvement in enrolment rates, presumably because population growth outstripped expansion rates in schooling.

Secondary Schooling

In contrast to its performance at pre-primary and primary levels, Tonga reported a substantially increased lower secondary adjusted net enrolment rate – even reaching 100% (Chart 116). In contrast, Nauru was reported to have slipped from 100% to just 70%. Rates also declined in Kiribati, but more modestly, while in other countries they were relatively stable. Solomon Islands reported a significant increase from a low level.

Tonga's performance in lower secondary schooling was repeated in upper secondary schooling, i.e. reaching 100% in 2015. Expansion was recorded in most other countries with the exception of Kiribati.

Youth Unemployment

Data are only available for two countries in Chart 119 on page 155. In Papua New Guinea it was reported to be stable around 5-6%, while in Solomon Islands it was higher but declined over the period.

Government Expenditures on Education

Some expenditures showed marked contraction, especially in Vanuatu and Solomon Islands (Chart 120 on page 156). However, a more positive picture was presented by Vanuatu. Divergent patterns were also evident in spending per student (Chart 121).

Gender Parity

At the primary level, patterns in three of the five countries shown by Chart 122 favoured girls. In the other two patterns favoured boys but with a narrowing gap. At the secondary level, at the end of the period patterns favoured girls in all six countries shown (Chart 123).

ECCE in the Pacific

Chart 110: Pre-Primary Net Enrolment Rate (NER) in Pacific Commonwealth Countries (2000-2015)

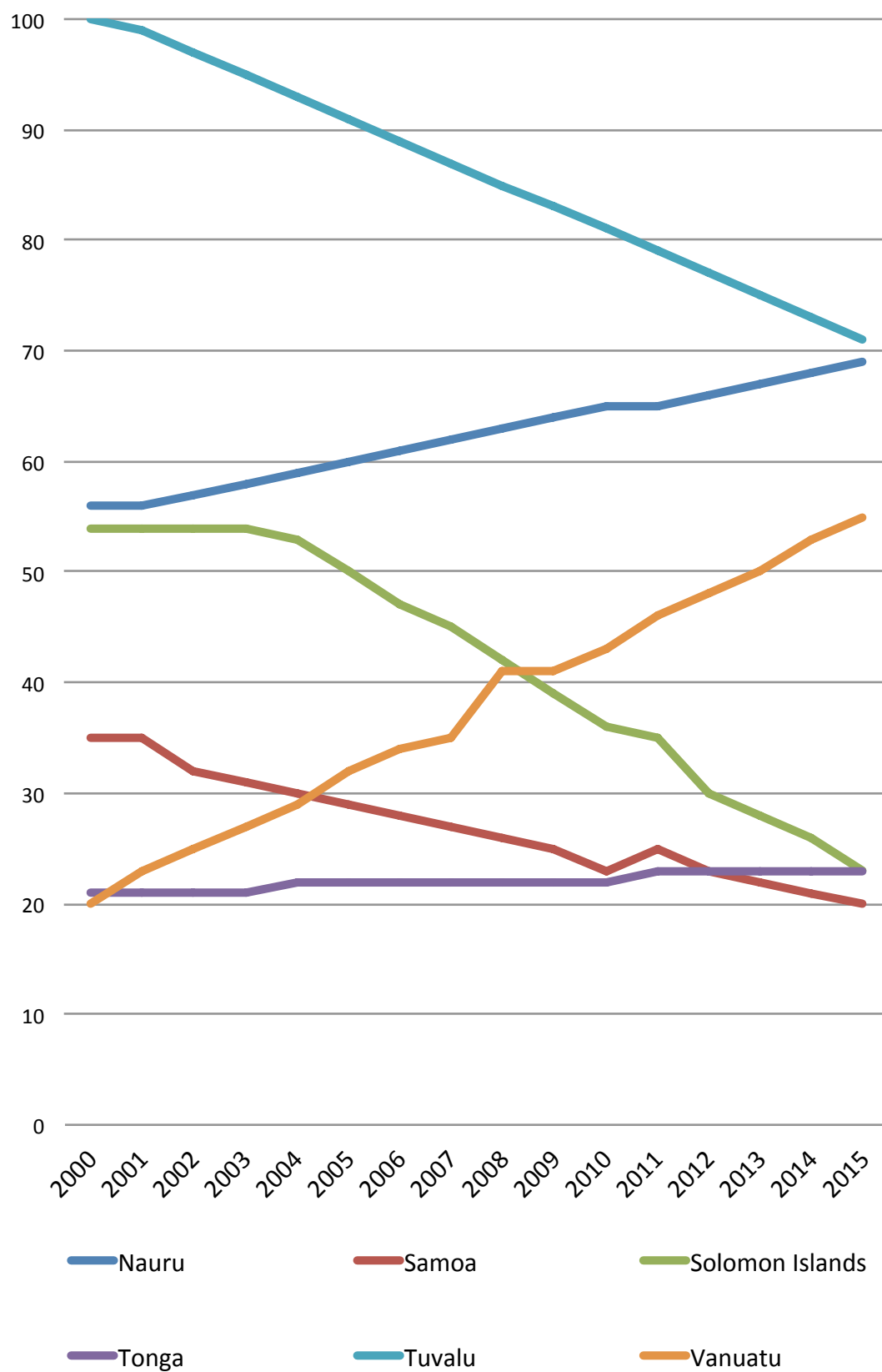
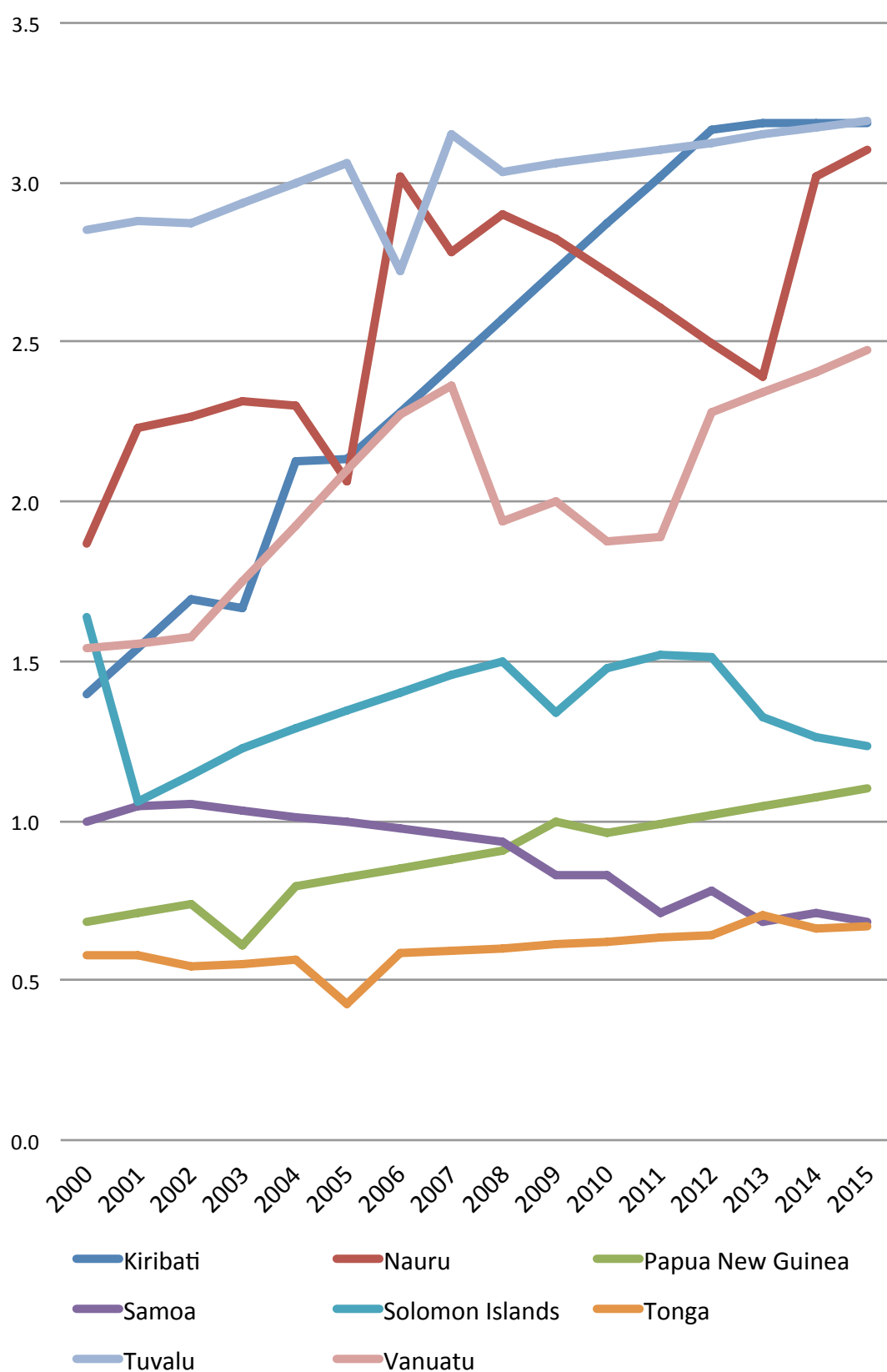


Chart 111: Pre-Primary School Life Expectancy (SLE) in Pacific Commonwealth Countries (2000-2015)



Primary Schooling in the Pacific

Chart 112: Primary Adjusted Net Enrolment Rate (ANER) in Pacific Commonwealth Countries (2000-2015)

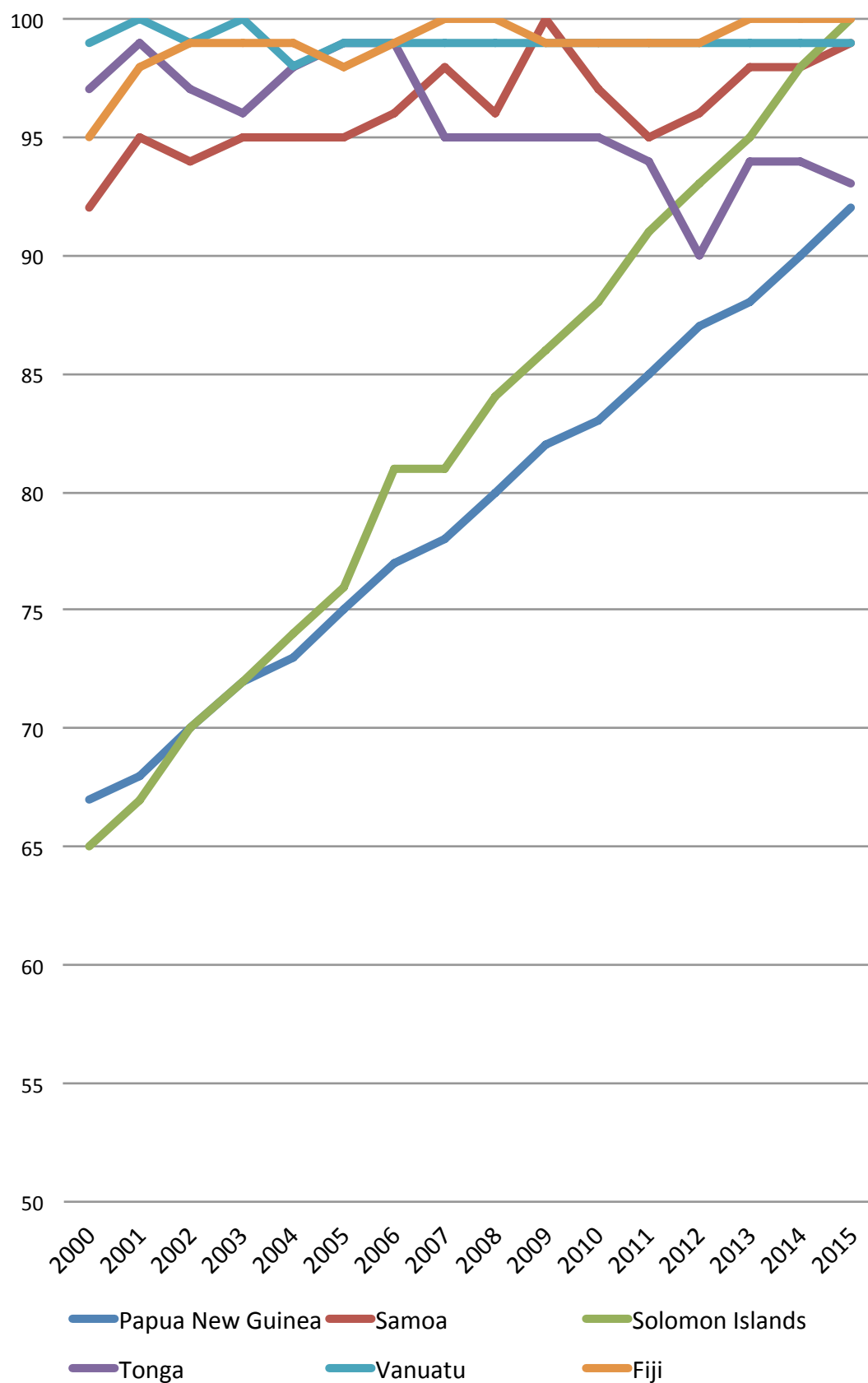
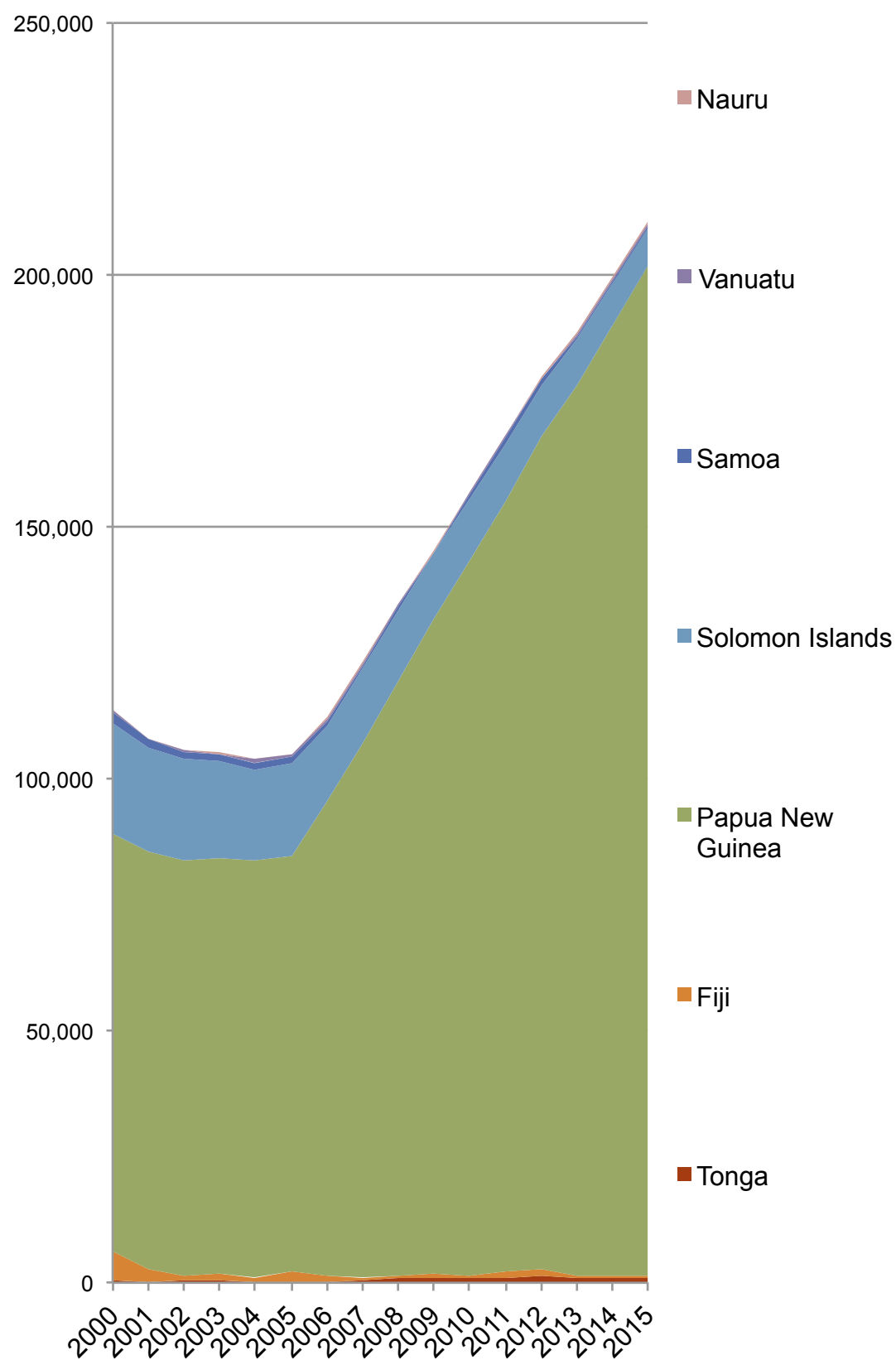


Chart 113: Primary Aged Out-of-School Children in Pacific Countries (2000-2015)



Primary School-Aged Demographics in the Pacific

Chart 114: Primary School Aged Population and Out-Of-School Youth in Pacific Commonwealth Countries (2015 Estimate)

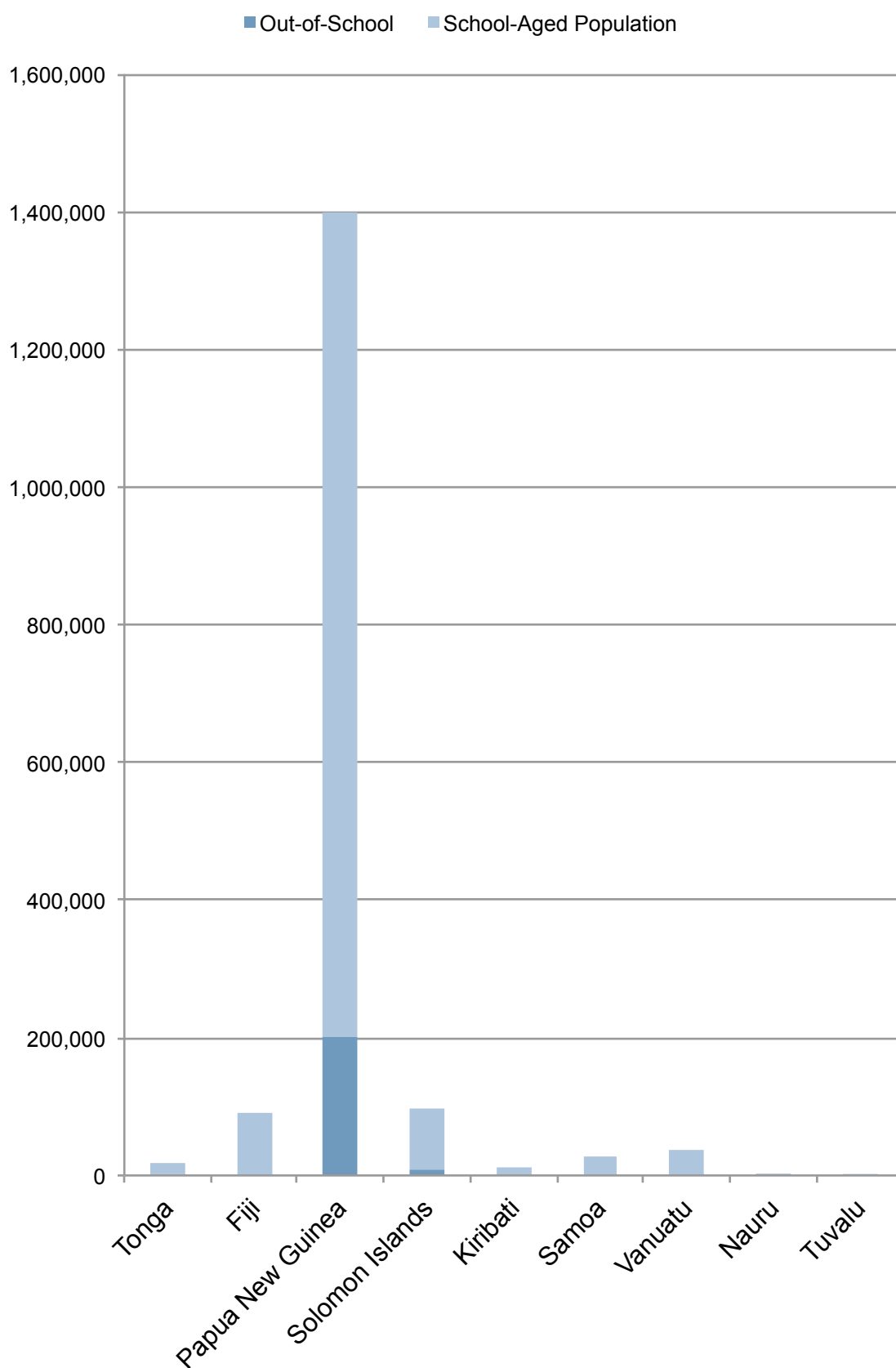
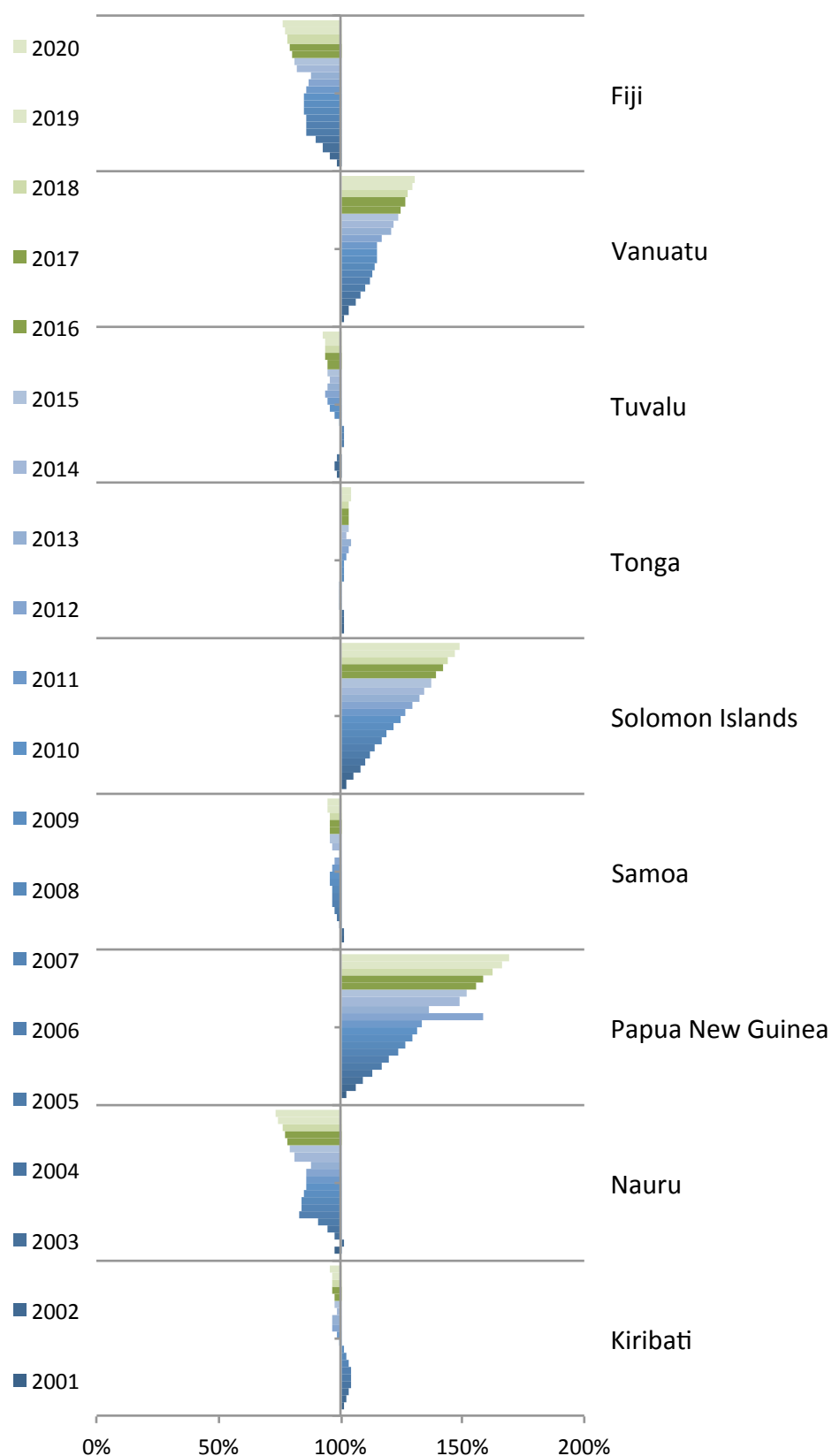


Chart 115: Percentage Change in Primary School-Aged Population in Pacific Commonwealth Countries(Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in the Pacific

Chart 116: Lower Secondary Adjusted Net Enrolment Rate (ANER) in Pacific Countries (2000-2015)

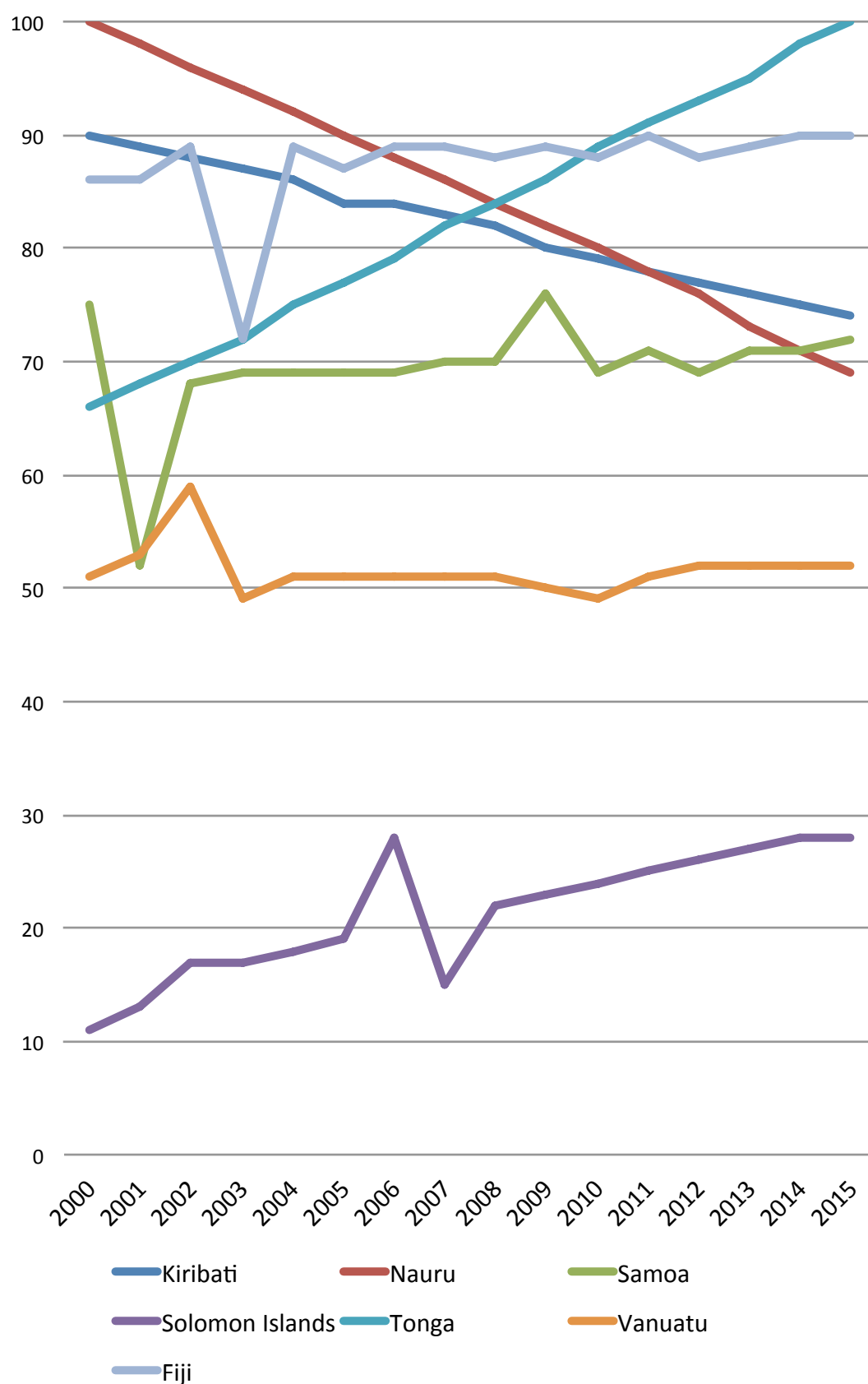


Chart 117: Lower Secondary Aged Out-of-School Children in Pacific Countries (2000-2015)

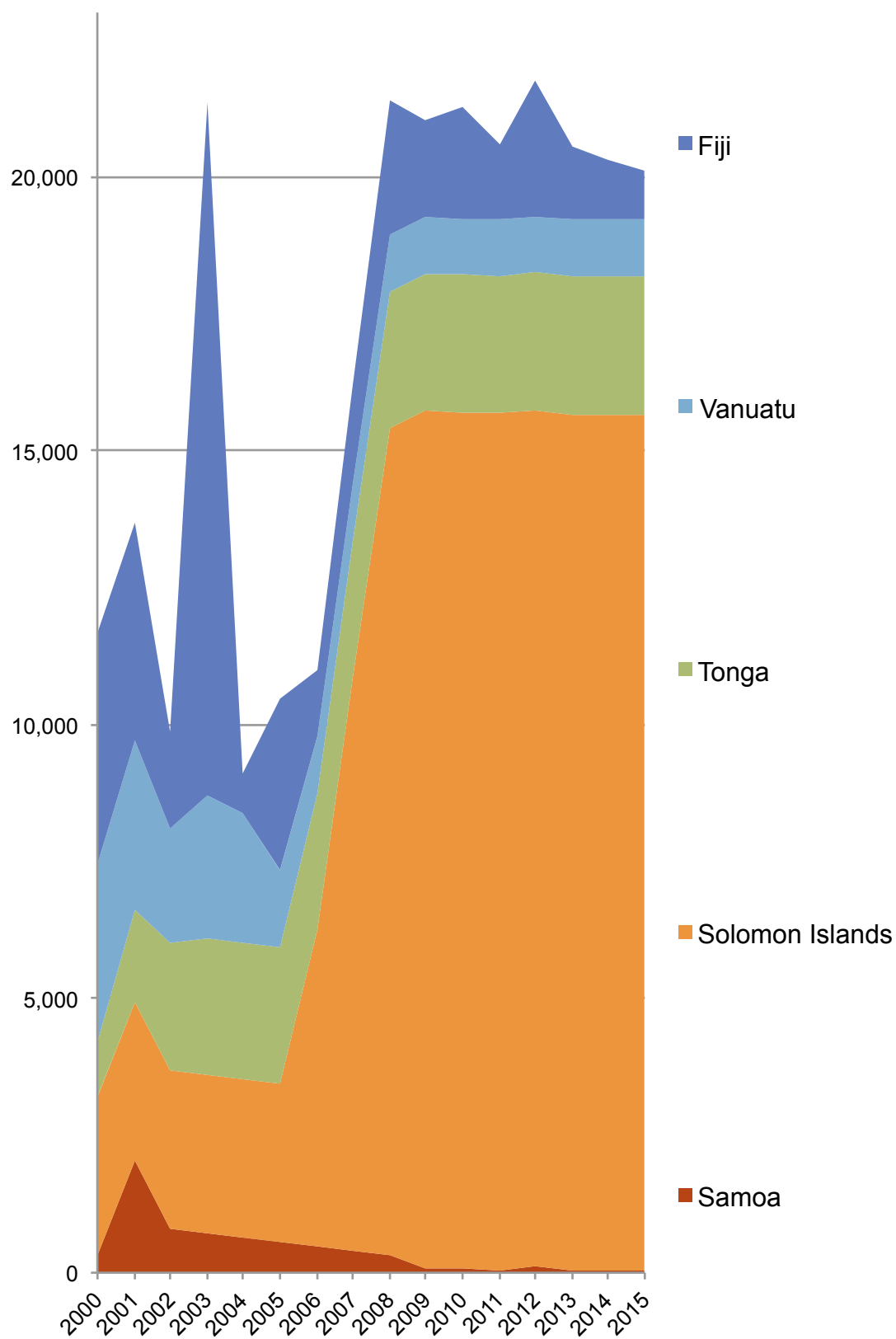


Chart 118: Upper Secondary Adjusted Net Enrolment Rate (ANER) in Pacific Countries (2000-2015)

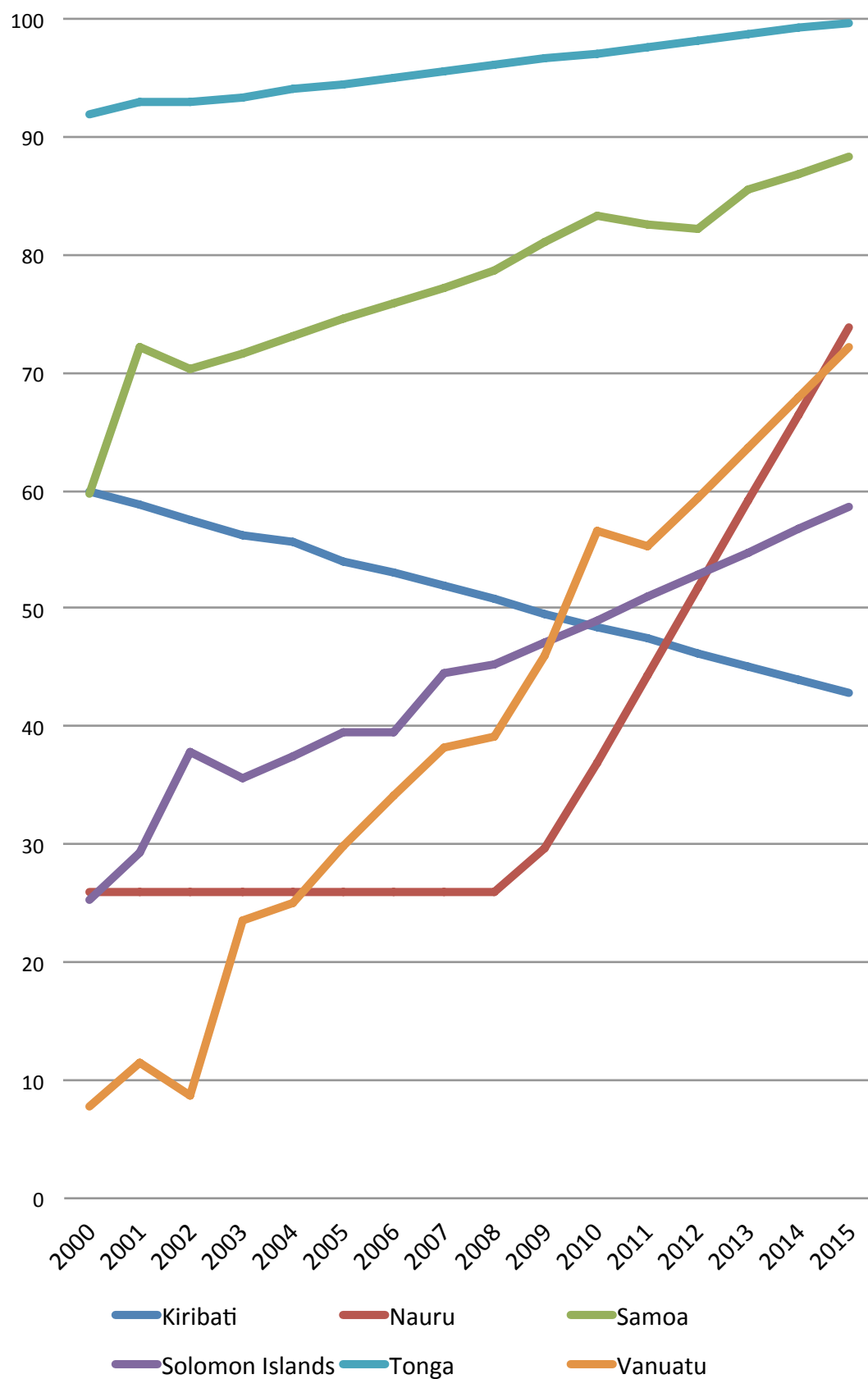
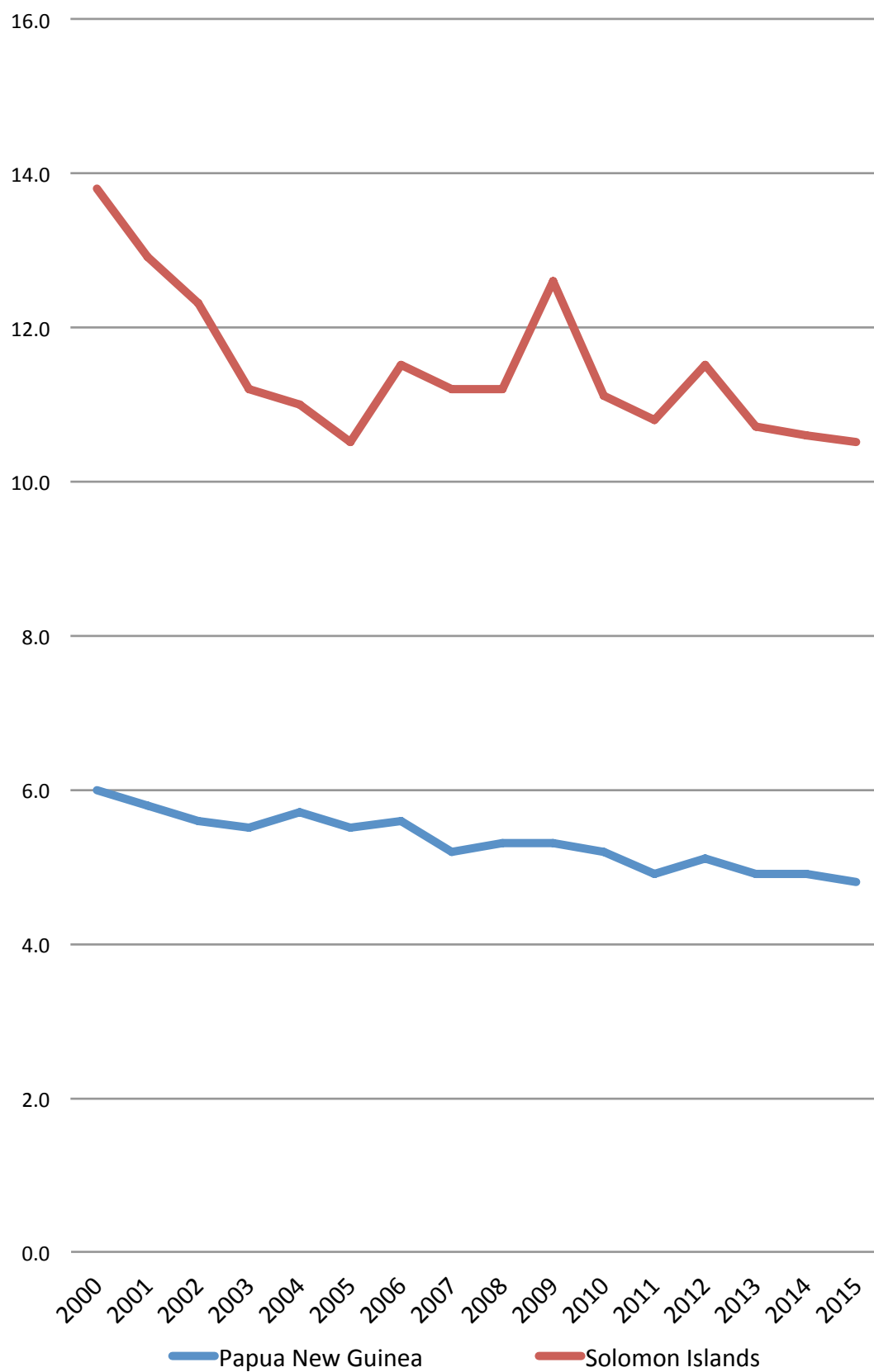


Chart 119: Youth Unemployment Rate in Pacific Commonwealth Countries (2000-2015)



Educational Spending in the Pacific

Chart 120: Total Budgetary Spending on Education (%) in Pacific Commonwealth Countries (2000-2015)

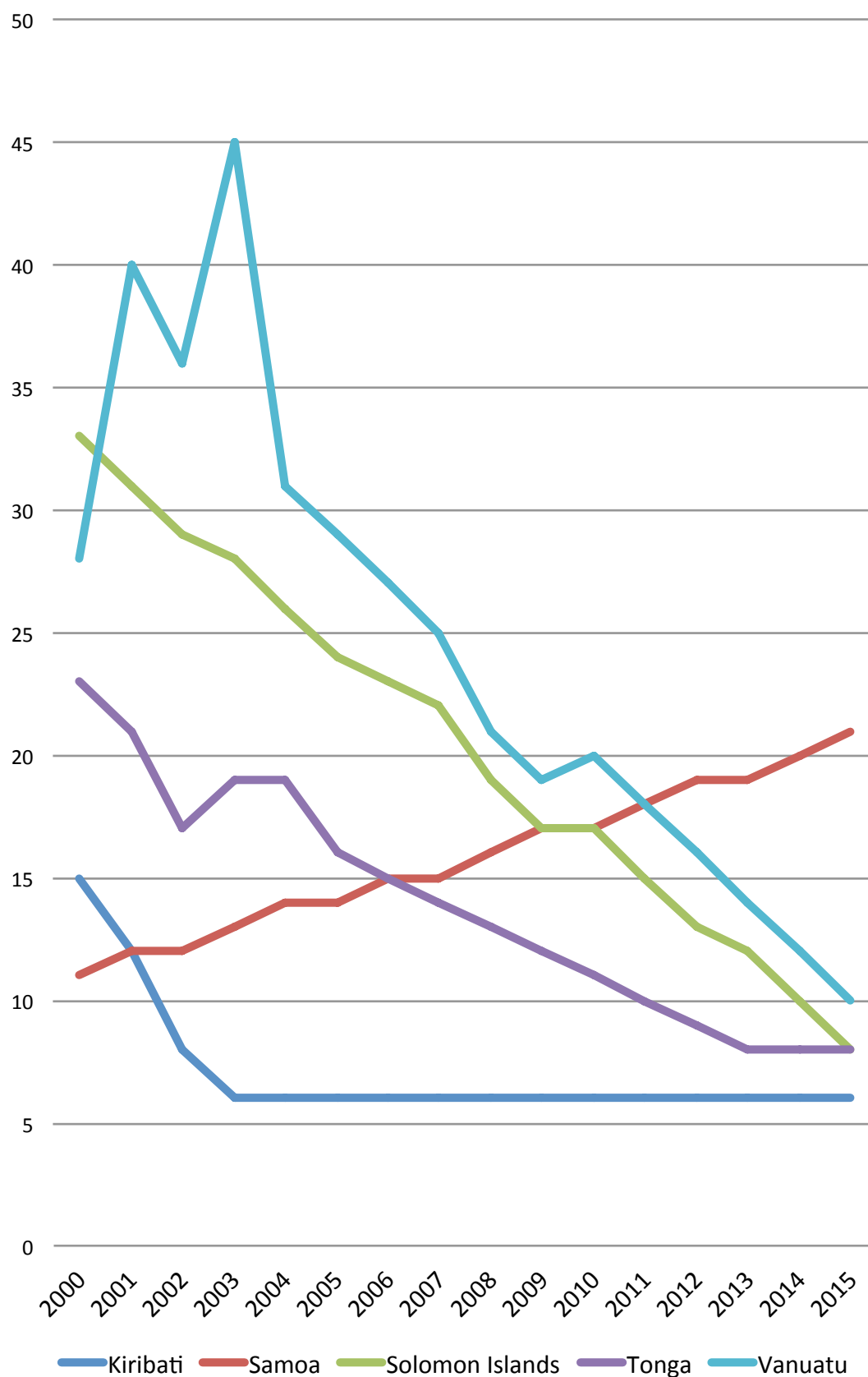
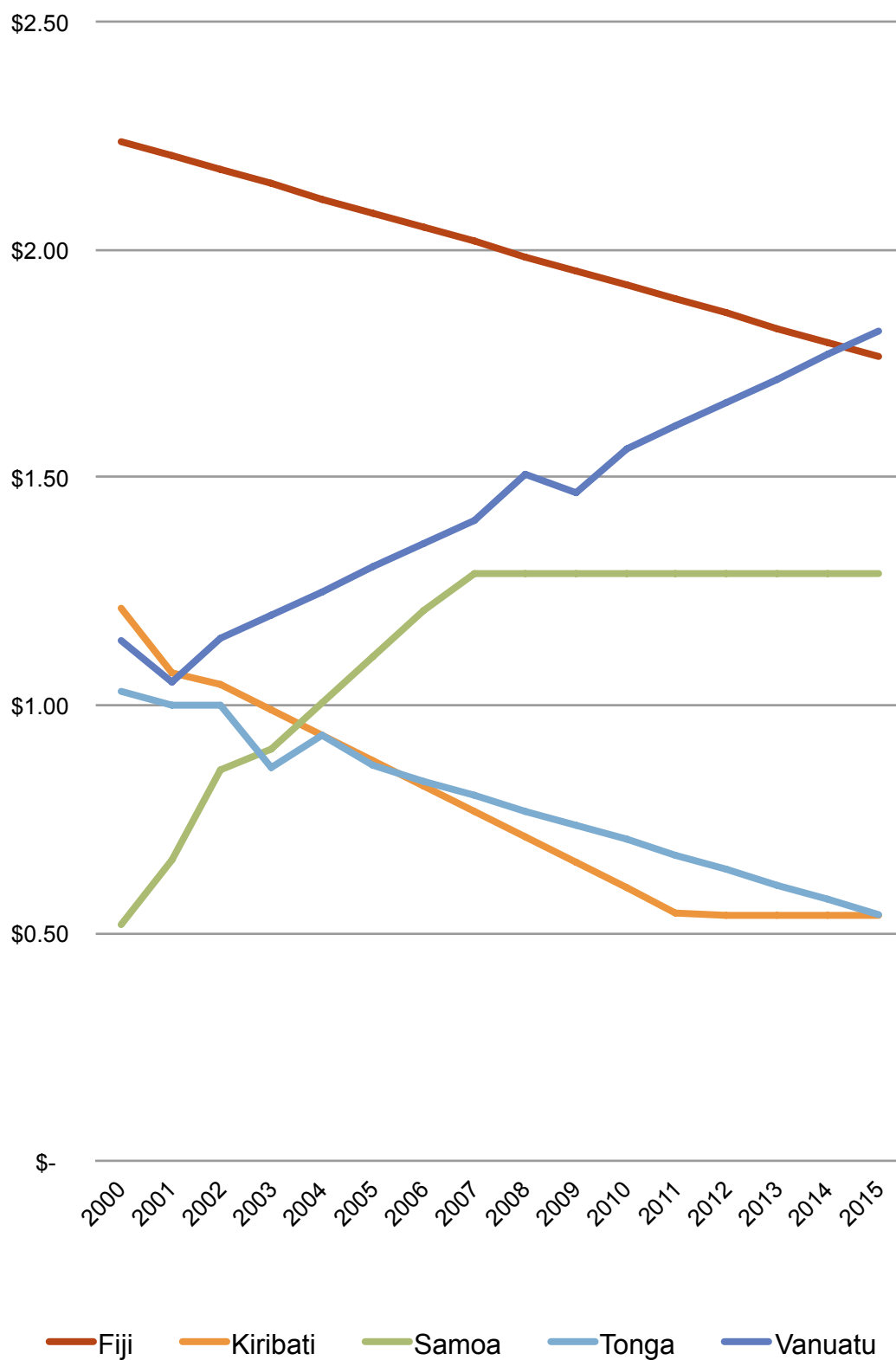


Chart 121: Total Spending Per Student Per Day on Education in Pacific Commonwealth Countries (2000-2015)



Gender Equity in the Pacific

Chart 122: Primary ANER Gender Parity Index in Pacific Commonwealth Countries (2000-2015)

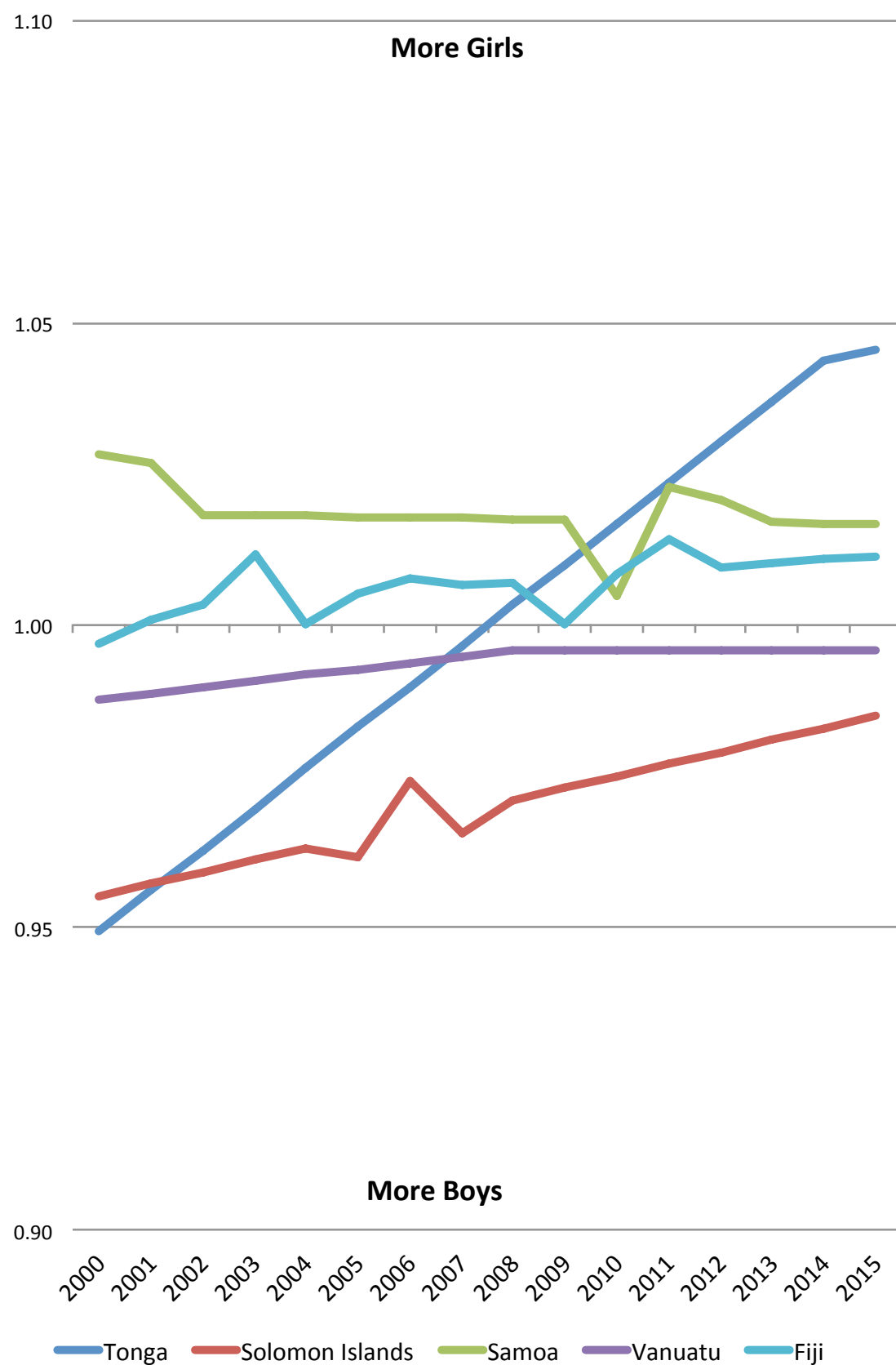
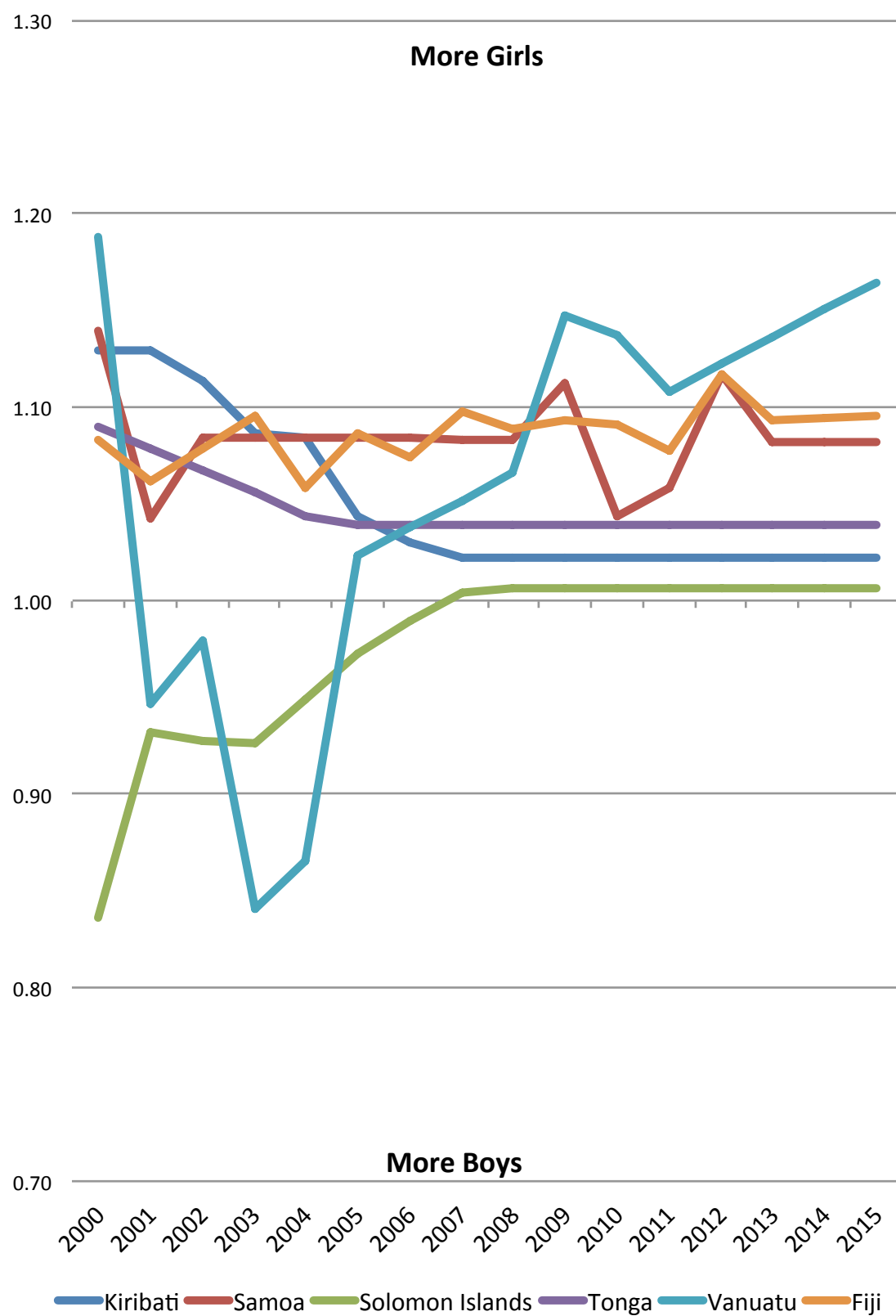


Chart 123: Lower Secondary ANER Gender Parity Index in Pacific Commonwealth Countries (2000-2015)



Individual Country Report Cards



ANTIGUA AND BARBUDA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
90,000	19%	2.1	\$13,000	52.50	0.8 (High)

Pre-Primary

84 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.2 standard deviations and growing by 1.1 per year
89 ▲	1.86 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.05 per year

Primary

82 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.1 standard deviations and falling by 1.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 392% increase between 2000 and 2015, growing by 100 children per year
392%	6.33 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.14 per year

Lower Secondary

59 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.2 standard deviations and falling by 1.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 5880% increase between 2000 and 2015, growing by 120 children per year
5980%	6.01 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.03 per year

Upper Secondary

97 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and growing by 0.1 per year
18% ▲	121 ▲	Gross Enrolment Ratio	Above average by 1.3 standard deviations and growing by 0.7 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	.93	.93	1.47	.90	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.4	2.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59.7%	42.8%
	Primary Dropout Rate	1.7%	3.1%

Shadow Education	Stewart and Tuitt (2014) note that in Antigua, as in Jamaica, “the heavy emphasis of an examination-driven school system drives the demand for extra lessons.”
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.61% ▼	5.25% ▼	88%	99%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) .09 ▲	Funding (% GDP) 0.98 ▼	Funding (% GDP) 1.17 ▼	
Teacher-Student Ratio 16	Teacher-Student Ratio 14	Teacher-Student Ratio 14	Teacher-Student Ratio 7
Trained Teachers 52	Trained Teachers 65%	Trained Teachers 42%	Trained Teachers 42%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



AUSTRALIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
23,130,000	14%	1.9	\$41,000	33.10	0.9 (Very High)

Pre-Primary

64 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.2 standard deviations and growing by 2.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
74	0.64 ▲	School Life Expectancy	Below average by 13.7 standard deviations and growing by 0.06 per year

Primary

97 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 59% decrease between 2000 and 2015, falling by 4400 children per year
-59%	7.41 ▲	School Life Expectancy	Below average by 5.4 standard deviations and growing by 0.03 per year

Lower Secondary

84 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and falling by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 60% increase between 2000 and 2015, growing by 800 children per year
+60%	6.6 ▼	School Life Expectancy	Above average by 3 standard deviations and falling by 0.01 per year

Upper Secondary

88 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.3 standard deviations and growing by 1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and growing by 0.1 per year
10% ▲	117 ▼	Gross Enrolment Ratio	Above average by 4.5 standard deviations and falling by 0.9 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	.97	1.01	1.02	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.5	2.5

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	64%	45%
	Primary Dropout Rate	1.3%	3.6%

Shadow Education	<i>In 2011, parents were spending up to Aus\$6 billion a year on private tutoring, with the industry having grown by almost 40% over the previous five years.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
0.57% ▲	13.5% ▲	89%	82%	Math	10.5% ‡	Math	9.5% ‡
				Science	8.5% ‡	Science	9% ‡
				Reading	7% ‡	Reading	10% ‡
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▲	Funding (% GDP)	1.96 ▲	Funding (% GDP)	1.93 ▲		
Teacher-Student Ratio	18	Teacher-Student Ratio	24	Teacher-Student Ratio	16	Teacher-Student Ratio	14
Trained Teachers	69%	Trained Teachers	83%	Trained Teachers	79%	Trained Teachers	78%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



THE BAHAMAS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
380,000	17%	1.9	\$19,000	57.00	0.79 (High)

Pre-Primary

36 Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.6 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.1 standard deviations and growing by 4.9 per year
86 ▲	.99 ▲	School Life Expectancy	Below average by 0.9 standard deviations and growing by 0.04 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 90% decrease between 2000 and 2015, falling by 130 children per year
-90%	7.01 ▲	School Life Expectancy	Above average by 0.8 standard deviations and growing by 0.05 per year

Lower Secondary

75 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 76% decrease between 2000 and 2015, falling by 100 children per year
-76%	6.08 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.01 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and falling by 0.1 per year
15.78% ▼	102.37 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	.97	1.08	1.13	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	2.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	57%	42%
	Primary Dropout Rate	1.6%	3.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.34% ▼	14.9% ▲	87%	83%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.04 ▼	Funding (% GDP)	2.00 ▼	Funding (% GDP)	2.25 ▲		
Teacher-Student Ratio	17	Teacher-Student Ratio	14	Teacher-Student Ratio	12	Teacher-Student Ratio	9
Trained Teachers	85%	Trained Teachers	100%	Trained Teachers	74%	Trained Teachers	80%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BANGLADESH

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
156,590,000	10%	2.2	\$700	32.10	0.6 (Medium)

Pre-Primary

22 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.7 standard deviations and growing by 1.5 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
71	0.29	School Life Expectancy	Below average by 1.3 standard deviations and has little recorded momentum

Primary

95 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 4% decrease between 2000 and 2015, falling by 2200 children per year
-4%	5.84 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.15 per year

Lower Secondary

60 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 64% decrease between 2000 & 2015, falling by 182800 children per year
-64%	3.51	School Life Expectancy	Below average by 0.8 standard deviations and has little recorded momentum

Upper Secondary

36 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.7 standard deviations and growing by 0.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and has little recorded momentum
9.20% ▼	50.09 ▲	Gross Enrolment Ratio	Below average by 1 standard deviations and growing by 1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.98	1.04	1.20	1.04	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.0	2.4

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	55%	37%
	Primary Dropout Rate	1.7%	2.9%

Shadow Education	A 2011 report indicated that 37.9% of primary students and 68.4% of secondary students received private tutoring. At Grade 10, over 80% did so.
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Quality

<i>Funding</i> (% of GDP)	<i>Funding</i> (% of Budget)	<i>Youth</i> <i>Literacy Rate</i>	<i>Adult</i> <i>Literacy Rate</i>	<i>Learning</i> (Students at Lowest Benchmark)	<i>Learning</i> (Students at Highest Benchmark)
2.36% ▼	13.4% ▼	84%	62%	Math N/A	Math N/A
2015 Est.		2015 Est.		Science N/A	Science N/A
				Reading N/A	Reading N/A

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.04 ▲	Funding (% GDP) 1.04 ▼	Funding (% GDP) 1.09 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 37	Teacher-Student Ratio 25	Teacher-Student Ratio 24
Trained Teachers 69%	Trained Teachers 62%	Trained Teachers 68%	Trained Teachers 54%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BARBADOS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
280,000	14%	1.9	\$16,000	47.00	0.8 (High)

Pre-Primary

81 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1 standard deviations and growing by 0.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and has little recorded momentum
100	1.98 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.03 per year

Primary

96 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 31% decrease between 2000 and 2015, falling by 30 children per year
-31%	6.37 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Lower Secondary

78 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 126% increase between 2000 and 2015, growing by 100 children per year
+126%	4.97 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.02 per year

Upper Secondary

89 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.5 standard deviations and growing by 0.4 per year
24.14% ▲	101 ▼	Gross Enrolment Ratio	Above average by 0.5 standard deviations and falling by 0.1 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.99	1.01	1.13	1.14	<i>2015 Est.</i>

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.1	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	44%
	Primary Dropout Rate	1.7%	4.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.56% ▲		13.2% ▲		86%		85%		Math	N/A	Math	N/A
2015 Est.				2015 Est.				Science	N/A	Science	N/A
								Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.14 ▼	Funding (% GDP)	2.44 ▲	Funding (% GDP)	1.64 ▲		
Teacher-Student Ratio	17	Teacher-Student Ratio	11	Teacher-Student Ratio	18	Teacher-Student Ratio	15
Trained Teachers	36%	Trained Teachers	42%	Trained Teachers	71%	Trained Teachers	73%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BELIZE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
330,000	22%	2.7	\$4,000	53.10	0.73 (High)

Pre-Primary

50 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.1 standard deviations and growing by 1.5 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.7 standard deviations and has little recorded momentum
69	0.53 ▲	School Life Expectancy	Below average by 1.4 standard deviations and growing by 0.05 per year

Primary

99 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 34% increase between 2000 and 2015, growing by 10 children per year
+34%	7.29	School Life Expectancy	Above average by 1 standard deviations and has little recorded momentum

Lower Secondary

78 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 7% increase between 2000 and 2015, growing by 6 children per year
+7%	5.31 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.01 per year

Upper Secondary

70 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and growing by 1.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.3 standard deviations and falling by 0.1 per year
13.71% ▼	88.27 ▲	Gross Enrolment Ratio	Above average by 0 standard deviations and growing by 1.3 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.05	1.00	1.06	1.17	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.7	0.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	0.0%	65%
	Primary Dropout Rate	0.4%	0.8%

Shadow Education	Press coverage indicates that shadow education is a visible phenomenon, especially in urban areas.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
6.74% ▲	25.03 ▲	88%	85%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.17 ▲	Funding (% GDP) 2.52 ▼	Funding (% GDP) 3.03 ▲	
Teacher-Student Ratio 16	Teacher-Student Ratio 22	Teacher-Student Ratio 15	Teacher-Student Ratio 9
Trained Teachers 25%	Trained Teachers 46%	Trained Teachers 34%	Trained Teachers 19%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BOTSWANA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,020,000	22%	2.7	\$8,000	54.77	0.68 (Medium)

Pre-Primary

22 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.7 standard deviations and growing by 0.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
72	0.70 ▲	School Life Expectancy	Below average by 0.7 standard deviations and growing by 0.03 per year

Primary

86 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.1 standard deviations and growing by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 29% decrease between 2000 and 2015, falling by 1150 children per year
-29%	7.44 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.01 per year

Lower Secondary

55 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and growing by 0.9 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 77% decrease between 2000 and 2015, falling by 700 children per year
-77%	4.19 ▲	School Life Expectancy	Below average by 0.3 standard deviations and growing by 0.02 per year

Upper Secondary

81 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 0.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.1 standard deviations and falling by 0.8 per year
25.16% ▼	86.35 ▲	Gross Enrolment Ratio	Above average by 1 standard deviations and growing by 0.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.99	1.00	1.26	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.5	3.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	45%
	Primary Dropout Rate	2.2%	3.9%

Shadow Education	SACMEQ data indicated that 5.9% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
7.29% ▼	9.37% ▼	97%	89%	Math	22.5% †	Math	0.4% †
				Science	N/A	Science	N/A
				Reading	10.6% †	Reading	5.8% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.04 ▲	Funding (% GDP) 0.85 ▲	Funding (% GDP) 1.55 ▲	
Teacher-Student Ratio 16	Teacher-Student Ratio 24	Teacher-Student Ratio 19	Teacher-Student Ratio 16
Trained Teachers 57%	Trained Teachers 100%	Trained Teachers 79%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BRUNEI DARUSSALAM

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
420,000	16%	2	\$23,000	41.30	0.85 (Very High)

Pre-Primary

60 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.4 standard deviations and growing by 0.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
99	1.87 ▲	School Life Expectancy	Below average by 12.3 standard deviations and growing by 0.05 per year

Primary

95 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.6 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 318% increase between 2000 and 2015, growing by 120 children per year
+318%	5.86 ▼	School Life Expectancy	Below average by 6.3 standard deviations and falling by 0.1 per year

Lower Secondary

95 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 and 2015, falling by 40 children per year
-99%	7.68 ▲	School Life Expectancy	Above average by 3.6 standard deviations and growing by 0.02 per year

Upper Secondary

98 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 2.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and growing by 0.1 per year
10.65% ▲	109.41 ▲	Gross Enrolment Ratio	Above average by 4.2 standard deviations and growing by 1.9 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	0.99	1.01	1.01	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.0	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	65%	41%
	Primary Dropout Rate	1.9%	3.3%

Shadow Education	A 2007 study of Primary 6 students found that 69% had received extra lessons, of which the majority was assumed to be from private tutors.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.05% ▼	8.70% ▲	100%	96%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.01 ▲	Funding (% GDP)	2.31 ▲	Funding (% GDP)	1.08 ▲		
Teacher-Student Ratio	15	Teacher-Student Ratio	10	Teacher-Student Ratio	8	Teacher-Student Ratio	9
Trained Teachers	68%	Trained Teachers	90%	Trained Teachers	73%	Trained Teachers	77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



CAMEROON

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
22,250,000	16%	4.9	\$1,000	38.90	0.5 (Low)

Pre-Primary

27 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 1.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.61 ▲	School Life Expectancy	Average and growing by 0.04 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 2.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 83% decrease between 2000 and 2015, falling by 46490 children per year
-83%	6.98 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.11 per year

Lower Secondary

71 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	3.47 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Upper Secondary

71 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and falling by 0.2 per year
4.96% ▼	48.57 ▲	Gross Enrolment Ratio	Above average by 0.5 standard deviations and growing by 1.9 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	1.05	1.00	1.09	0.89	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.6	2.9

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	34%	17%
	Primary Dropout Rate	0.9%	1.7%

Shadow Education	In 2014, 23% of young people reported receiving private tutoring. There was a gap of 24 percentage points between the most and least affluent families (Sutton Trust, 2014).
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Quality

<i>Funding</i> (% of GDP)	<i>Funding</i> (% of Budget)	<i>Youth</i> <i>Literacy Rate</i>	<i>Adult</i> <i>Literacy Rate</i>	<i>Learning</i> (Students at Lowest Benchmark)	<i>Learning</i> (Students at Highest Benchmark)
2.60% ▲	13.4% ▲	93%	78%	Math N/A	Math N/A
2015 Est.		2015 Est.		Science N/A	Science N/A
				Reading N/A	Reading N/A

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 0.91 ▲	Funding (% GDP) 1.07 ▼	Funding (% GDP) 0.60 ▲	
Teacher-Student Ratio 26	Teacher-Student Ratio 47	Teacher-Student Ratio 29	Teacher-Student Ratio 29
Trained Teachers 98%	Trained Teachers 100%	Trained Teachers 99%	Trained Teachers 100%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



CANADA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
35,160,000	12%	1.6	\$39,000	32.60	0.9 (Very High)

Pre-Primary

75 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.1 standard deviations and growing by 0.7 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
N/A	1.72 ▲	School Life Expectancy	Below average by 12.5 standard deviations and growing by 0.04 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 50% decrease between 2000 and 2015, falling by 60 children per year
-50%	5.85	School Life Expectancy	Below average by 6.3 standard deviations and has little recorded momentum

Lower Secondary

70 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.18 ▲	School Life Expectancy	Above average by 2.8 standard deviations and growing by 0.02 per year

Upper Secondary

72 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.4 standard deviations and growing by 0.2 per year
14.21% ▲	102.93 ▲	Gross Enrolment Ratio	Above average by 3.9 standard deviations and growing by 0.1 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.04	0.99	1.06	0.98	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	3.3

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	84%	7.2%
	Primary Dropout Rate	1.0%	4.4%

Shadow Education	33% of parents purchased tutoring; 21% of nine year olds have received some private tutoring; tutoring businesses in major cities have increased between 200% and 500% during the past two decades.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
3.71% ▲	18.5% ▲	80%	73%	Math 13.8% # Science N/A Reading 2% ‡	Math 16.4% # Science N/A Reading 13% ‡
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.89 ▼	Funding (% GDP) 1.11 ▲	Funding (% GDP) 1.75 ▲	
Teacher-Student Ratio 20	Teacher-Student Ratio 39	Teacher-Student Ratio 17	Teacher-Student Ratio 17
Trained Teachers 27%	Trained Teachers 67%	Trained Teachers 76%	Trained Teachers 77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



CYPRUS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,140,000	8%	1.5	\$23,000	32.43	0.85 (Very High)

Pre-Primary

81 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
73	2.66 ▼	School Life Expectancy	Below average by 11.5 standard deviations and falling by 0.01 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 92% decrease between 2000 and 2015, falling by 80 children per year
-92%	6.27 ▲	School Life Expectancy	Below average by 6 standard deviations and growing by 0.01 per year

Lower Secondary

95 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and falling by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 77% decrease between 2000 and 2015, falling by 78 children per year
-77%	5.75 ▼	School Life Expectancy	Above average by 2.6 standard deviations and falling by 0.02 per year

Upper Secondary

94 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and falling by 0.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1 standard deviations and growing by 1 per year
22.95% ▲	96.01 ▼	Gross Enrolment Ratio	Above average by 3.6 standard deviations and falling by 0.5 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.07	0.89	0.76	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.9	4.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	64%	40%
	Primary Dropout Rate	3.3%	4.8%

Shadow Education	<i>A 2013 publication indicated that 80.5% of households with school-aged children were paying for private tutoring.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.83% ▲	14.98% ▲	60%	53%	Math	42% #	Math	3.7% #
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.92 ▲	Funding (% GDP)	0.83 ▲	Funding (% GDP)	1.15 ▲		
Teacher-Student Ratio	26	Teacher-Student Ratio	41	Teacher-Student Ratio	19	Teacher-Student Ratio	18
Trained Teachers	8%	Trained Teachers	89%	Trained Teachers	75%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



DOMINICA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
70,000	18%	N/A	\$7,000	44.00	0.72 (High)

Pre-Primary

75 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 0.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1 standard deviations and growing by 0.4 per year
82 ▲	2.44	School Life Expectancy	Above average by 0.7 standard deviations and has little recorded momentum

Primary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 231% increase between 2000 and 2015, growing by 20 children per year
+231%	7.30 ▲	School Life Expectancy	Above average by 1 standard deviations and growing by 0.08 per year

Lower Secondary

91 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 54% increase between 2000 and 2015, growing by 6 children per year
+54%	4.80 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.04 per year

Upper Secondary

79 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and falling by 0.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and growing by 0.3 per year
16.13% ▲	96.14 ▼	Gross Enrolment Ratio	Above average by 0.3 standard deviations and falling by 0.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.95	0.99	1.02	1.07	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.0	2.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	36%	10%
	Primary Dropout Rate	0.1%	1.0%

Shadow Education	No data available
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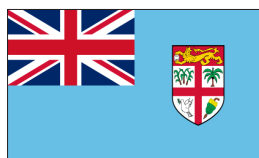
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.84% ▲	4.69% ▲	91%	75%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.96 ▲	Funding (% GDP) 1.87 ▼	Funding (% GDP) 2.06 ▲	
Teacher-Student Ratio 35	Teacher-Student Ratio 30	Teacher-Student Ratio 14	Teacher-Student Ratio 7
Trained Teachers 73%	Trained Teachers 83%	Trained Teachers 77%	Trained Teachers 75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



FIJI

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
880,000	22%	2.6	\$3,900	42.80	0.72 (High)

Pre-Primary

19 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 1.2 standard deviations and growing by 0.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.64 ▲	School Life Expectancy	Below average by 1.2 standard deviations and growing by 0.02 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 97% decrease between 2000 and 2015, falling by 390 children per year
-97%	6.44	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Lower Secondary

90 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Above average by 0.3 standard deviations and has little recorded momentum
-79%	6.59 ▲	School Life Expectancy	Above average by 0.3 standard deviations and growing by 1 per year

Upper Secondary

76 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.3 standard deviations and has little recorded momentum
21.10%	94.10 ▲	Gross Enrolment Ratio	Above average by 0.3 standard deviations and growing by 1 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.88	1.04	1.01	1.12	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.9	2.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	41%
	Primary Dropout Rate	1.7%	2.8%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.31% ▲	15.59% ▲	89%	81%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.28 ▲	Funding (% GDP)	2.10 ▲	Funding (% GDP)	1.92 ▲		
Teacher-Student Ratio	19	Teacher-Student Ratio	27	Teacher-Student Ratio	19	Teacher-Student Ratio	16
Trained Teachers	68%	Trained Teachers	84%	Trained Teachers	78%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



GHANA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
25,900,000	26%	3.9	\$900	42.80	0.57 (Medium)

Pre-Primary

93 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 4.2 standard deviations and growing by 2.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.3 standard deviations and growing by 1.8 per year
90 ▲	2.29 ▲	School Life Expectancy	Above average by 1.7 standard deviations and growing by 0.09 per year

Primary

87 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.1 standard deviations and growing by 1.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 52% decrease between 2000 and 2015, falling by 35300 children per year
-52%	7.17 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.03 per year

Lower Secondary

45 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.6 standard deviations and growing by 3.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 73% decrease between 2000 and 2015, falling by 23200 children per year
-73%	4.42 ▲	School Life Expectancy	Below average by 0.1 standard deviations and growing by 0.03 per year

Upper Secondary

65 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and falling by 1.8 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 1.2 standard deviations and falling by 0.2 per year
3.05% ▼	65 ▲	Gross Enrolment Ratio	Below average by 0.2 standard deviations and growing by 1.1 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	1.03	1.02	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.5	2.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	56%	43%
	Primary Dropout Rate	0.9%	3.3%

Shadow Education	A 2008 survey of 1,020 households found that 48% were paying additional fees for private tutoring in primary education
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.21% ▲	14.45% ▼	99%	97%	Math	79% ‡	Math	0% ‡
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.80 ▼	Funding (% GDP) 1.87 ▼	Funding (% GDP) 1.17 ▲	
Teacher-Student Ratio 18	Teacher-Student Ratio 24	Teacher-Student Ratio 17	Teacher-Student Ratio 15
Trained Teachers 69	Trained Teachers 84%	Trained Teachers 72%	Trained Teachers 77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



GRENADA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
110,000	21%	2.2	\$7,000	37.00	0.74 (High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 0.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and has little recorded momentum
99	2.25 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.06 per year

Primary

98 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 and 2015, falling by 200 children per year
-99%	7.15 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.08 per year

Lower Secondary

97 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 1.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 69% decrease between 2000 and 2015, falling by 100 children per year
-69%	5.14 ▼	School Life Expectancy	Below average by 0.3 standard deviations and falling by 0.03 per year

Upper Secondary

37 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.8 standard deviations and falling by 4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and has little recorded momentum
15.71%	105 ▼	Gross Enrolment Ratio	Above average by 0.7 standard deviations and falling by 0.9 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.97	0.92	0.76	1.01	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	1.9

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	62%	42%
	Primary Dropout Rate	0.7%	1.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.22% ▲	12.14% ▼	20%	22%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.61 ▲	Funding (% GDP)	1.13 ▲	Funding (% GDP)	0.82 ▲		
Teacher-Student Ratio	34	Teacher-Student Ratio	43	Teacher-Student Ratio	43	Teacher-Student Ratio	26
Trained Teachers	68%	Trained Teachers	84%	Trained Teachers	94%	Trained Teachers	76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



GUYANA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
800,000	23%	2.6	\$1,400	44.50	0.64 (Medium)

Pre-Primary

41 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.6 standard deviations and falling by 1.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.7 standard deviations and has little recorded momentum
99	1.05 ▼	School Life Expectancy	Below average by 0.2 standard deviations and falling by 0.01 per year

Primary

69 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.4 standard deviations and falling by 3.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 2643% increase between 2000 & 2015, growing by 2460 children per year
+2643%	4.40 ▼	School Life Expectancy	Below average by 0.9 standard deviations and falling by 0.17 per year

Lower Secondary

94 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 336% increase between 2000 and 2015, growing by 300 children per year
+336%	5.24 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.03 per year

Upper Secondary

93 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 2.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 2.3 standard deviations and growing by 0.1 per year
37.69% ▲	105 ▲	Gross Enrolment Ratio	Above average by 2.1 standard deviations and growing by 1.8 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	0.98	1.00	1.21	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.0	1.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	56%	42%
	Primary Dropout Rate	1.0%	2.4%

Shadow Education	Newspaper reports indicate that “extra lessons [private supplementary tutoring] are deeply embedded in the educational system”.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.29% ▼	18.21% ▼	87%	82%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.00 ▼	Funding (% GDP)	0.55 ▼	Funding (% GDP)	1.14 ▲		
Teacher-Student Ratio	18	Teacher-Student Ratio	12	Teacher-Student Ratio	16	Teacher-Student Ratio	18
Trained Teachers	67%	Trained Teachers	99%	Trained Teachers	78%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



INDIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,252,140,000	17%	2.5	\$1,500	33.90	0.59 (Medium)

Pre-Primary

61 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.7 standard deviations and has little recorded momentum
75	1.68 ▲	School Life Expectancy	Above average by 0.8 standard deviations and growing by 0.03 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 & 2015, falling by 1112910 children per year
-99%	6.23 ▲	School Life Expectancy	Average and growing by 0.06 per year

Lower Secondary

80 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.3 standard deviations and growing by 3.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 61% decrease between 2000 & 2015, falling by 852300 children per year
-61%	5.23 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Upper Secondary

72 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.5 standard deviations and has little recorded momentum
10.09%	74.83 ▲	Gross Enrolment Ratio	Above average by 0.4 standard deviations and growing by 1.8 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.02	0.91	0.94	0.83	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.7	2.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	12%	3.2%
	Primary Dropout Rate	0.3%	1.4%

Shadow Education	A 2014 nationwide rural survey showed rates of private tutoring among children aged 6-14 ranging from 2.8% in Chhattisgarh to 73.9% in West Bengal.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.94% ▲	13.37% ▼	82%	80%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.86 ▲	Funding (% GDP)	1.54 ▲	Funding (% GDP)	1.58 ▼		
Teacher-Student Ratio	16	Teacher-Student Ratio	10	Teacher-Student Ratio	9	Teacher-Student Ratio	24
Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	100%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



JAMAICA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,720,000	13%	2.3	\$4,000	45.50	0.72 (High)

Pre-Primary

73 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.7 standard deviations and falling by 1.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1 standard deviations and has little recorded momentum
83	2.45 ▼	School Life Expectancy	Above average by 0.7 standard deviations and falling by 0.06 per year

Primary

86 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Average and falling by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 130% increase between 2000 & 2015, growing by 1830 children per year
130%	5.63 ▼	School Life Expectancy	Above average by 0.1 standard deviations and falling by 0.02 per year

Lower Secondary

71 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.9 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 86% decrease between 2000 and 2015, falling by 900 children per year
-86%	4.84 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.01 per year

Upper Secondary

83 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.7 standard deviations and growing by 0.1 per year
26.21% ▲	96.37 ▼	Gross Enrolment Ratio	Above average by 0.4 standard deviations and falling by 0.1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.01	0.99	0.99	1.11	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.2	0.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	63%	27%
	Primary Dropout Rate	0.1%	0.3%

Shadow Education	A 2013 survey of Grade 11 students found that 90.3% received extra lessons.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
2.42% ▼	9.84% ▲	91%	82%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.05 ▼	Funding (% GDP) 1.74 ▲	Funding (% GDP) 1.15 ▲	
Teacher-Student Ratio 9	Teacher-Student Ratio 15	Teacher-Student Ratio 19	Teacher-Student Ratio 16
Trained Teachers 69	Trained Teachers 83%	Trained Teachers 77%	Trained Teachers 74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



KENYA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
44,350,000	20%	4.5	\$700	47.70	0.54 (Low)

Pre-Primary

25 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.4 standard deviations and falling by 0.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	1.98 ▲	School Life Expectancy	Above average by 1.2 standard deviations and growing by 0.07 per year

Primary

98 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 2.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 77% decrease between 2000 and 2015, falling by 92150 children per year
-77%	8.10 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.16 per year

Lower Secondary

39 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 0.7 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 98% decrease between 2000 and 2015, falling by 14100 children per year
-98%	4.31 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.03 per year

Upper Secondary

63 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 0.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.4 standard deviations and has little recorded momentum
16.95% ▼	71.85 ▲	Gross Enrolment Ratio	Above average by 1.4 standard deviations and growing by 1.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.06	0.99	1.01	0.99	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.1	1.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	37%
	Primary Dropout Rate	1.1%	3.7%

Shadow Education	SACMEQ data indicated that 46.3% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
7.86% ▲	17.76% ▼	87%	80%	Math	11.2% †	Math	1.4% †
				Science	N/A	Science	N/A
				Reading	8.1% †	Reading	6.4% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.01 ▲	Funding (% GDP)	1.14 ▲	Funding (% GDP)	1.78 ▲		
Teacher-Student Ratio	32	Teacher-Student Ratio	24	Teacher-Student Ratio	18	Teacher-Student Ratio	14
Trained Teachers	52%	Trained Teachers	79%	Trained Teachers	75%	Trained Teachers	78%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



KIRIBATI

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
100,000	19%	3	\$1,100	N/A	0.61 (Medium)

Pre-Primary

52 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.7 standard deviations and has little recorded momentum
76	3.19 ▲	School Life Expectancy	Above average by 3.1 standard deviations and growing by 0.12 per year

Primary

91	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	7.33 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Lower Secondary

74 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and falling by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.75 ▲	School Life Expectancy	Above average by 1.7 standard deviations and growing by 0.04 per year

Upper Secondary

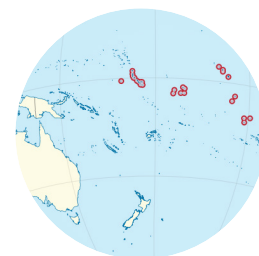
43 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.4 standard deviations and falling by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.3 standard deviations and growing by 0.2 per year
18.02% ▲	112 ▲	Gross Enrolment Ratio	Above average by 2.5 standard deviations and growing by 4.1 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.02	0.99	1.02	1.11	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.3	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	0.0%	0.4%
	Primary Dropout Rate	0.0%	0.5%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.43% ▲	18.61% ▲	92%	80%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.85 ▲	Funding (% GDP) 2.26 ▲	Funding (% GDP) 0.81 ▼	
Teacher-Student Ratio 20	Teacher-Student Ratio 28	Teacher-Student Ratio 20	Teacher-Student Ratio 24
Trained Teachers 93%	Trained Teachers 100%	Trained Teachers 94%	Trained Teachers 81%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



LESOTHO

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,070,000	0%	3.1	\$1,100	52.50	0.49 (Low)

Pre-Primary

58	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.9 standard deviations and has little recorded momentum
72	0.81 ▼	School Life Expectancy	Above average by 0.2 standard deviations and falling by 0.02 per year

Primary

82 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 7% decrease between 2000 and 2015, falling by 320 children per year
-7%	7.57 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.05 per year

Lower Secondary

29 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 35% increase between 2000 and 2015, growing by 600 children per year
+35%	2.89 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.01 per year

Upper Secondary

48 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.5 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.4 standard deviations and falling by 0.4 per year
28.71% ▼	57 ▲	Gross Enrolment Ratio	Above average by 0.8 standard deviations and growing by 2 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	2015 Est.
Gender Parity Index	0.97	1.07	0.92	1.38	

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.4	3.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	58%	37%
	Primary Dropout Rate	1.2%	4.7%

Shadow Education	SACMEQ data indicated that 2.5% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)			
1.26% ▼		15.15% ▲		88%		82%		Math	41.9% †	Math	0% †		
2015 Est.				2015 Est.				Science	N/A	Science	N/A		
								Reading	21.2% †	Reading	0.4% †		
Pre-Primary		Primary		Lower Secondary		Upper Secondary							
Funding (% GDP)		0.74 ▼		Funding (% GDP)		0.47 ▼		Funding (% GDP)		0.98 ▼			
Teacher-Student Ratio		6		Teacher-Student Ratio		6		Teacher-Student Ratio		7		Teacher-Student Ratio 26	
Trained Teachers		70		Trained Teachers		84%		Trained Teachers		78%		Trained Teachers 74%	

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALAWI

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
16,360,000	21%	5.5	\$300	43.90	0.41 (Low)

Pre-Primary

58 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
77	1.13	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Primary

94 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and falling by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 612% increase between 2000 & 2015, growing by 8360 children per year
+612%	8.26 ▲	School Life Expectancy	Above average by 1 standard deviations and growing by 0.04 per year

Lower Secondary

26 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 314% increase between 2000 & 2015, growing by 29300 children per year
314%	1.90 ▲	School Life Expectancy	Below average by 0.4 standard deviations and growing by 0.02 per year

Upper Secondary

27 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and has little recorded momentum
13.32%	30.98	Gross Enrolment Ratio	Below average by 0.2 standard deviations and has little recorded momentum

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.91	0.95	0.88	0.77	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.6	4.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	42%	13%
	Primary Dropout Rate	1.9%	5.8%

Shadow Education	SACMEQ data indicated that 4.5% of Grade 6 pupils were receiving paid tutoring in 2007.
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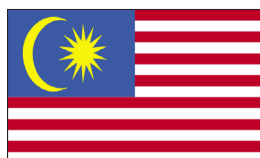
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.96% ▼	14.16% ▲	99%	95%	Math	59.9% †	Math	0% †
				Science	N/A	Science	N/A
				Reading	36.6% †	Reading	0% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.02 ▼	Funding (% GDP)	1.25 ▼	Funding (% GDP)	1.11 ▼		
Teacher-Student Ratio	16	Teacher-Student Ratio	10	Teacher-Student Ratio	16	Teacher-Student Ratio	16
Trained Teachers	72%	Trained Teachers	84%	Trained Teachers	73%	Trained Teachers	74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALAYSIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
29,720,000	11%	2	\$8,000	46.20	0.77 (High)

Pre-Primary

74 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Below average by 0.2 standard deviations and growing by 0.06 per year
99 ▲	1.64 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 2.8 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 44% decrease between 2000 and 2015, falling by 1980 children per year
-44%	6.48 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.05 per year

Lower Secondary

90 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 58% increase between 2000 & 2015, growing by 4100 children per year
+58%	4.76 ▲	School Life Expectancy	Below average by 0.5 standard deviations and growing by 0.03 per year

Upper Secondary

65 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Average and growing by 0.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.5 standard deviations and has little recorded momentum
11.11% ▲	67 ▲	Gross Enrolment Ratio	Below average by 0.8 standard deviations and growing by 0.2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.98	0.98	1.32	1.02	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.8	3.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	40%
	Primary Dropout Rate	1.5%	4.9%

Shadow Education	<i>The 2004/05 household expenditure survey indicated that 20.1% of households had expenditures on private tutoring.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
6.60% ▲	11.43% ▼	100%	100%	Math 35% ‡ Science 38% ‡ Reading N/A	Math 2% ‡ Science 1% ‡ Reading N/A
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.04 ▼	Funding (% GDP) 2.11 ▼	Funding (% GDP) 1.80 ▼	
Teacher-Student Ratio 21	Teacher-Student Ratio 7	Teacher-Student Ratio 6	Teacher-Student Ratio 17
Trained Teachers 56%	Trained Teachers 80%	Trained Teachers 100%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALDIVES

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
350,000	13%	2.3	\$6,000	37.40	0.7 (Medium)

Pre-Primary

77 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 3 standard deviations and growing by 1.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.6 standard deviations and falling by 0.6 per year
97 ▲	3.20 ▲	School Life Expectancy	Above average by 3.1 standard deviations and growing by 0.1 per year

Primary

89 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and growing by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 548% increase between 2000 and 2015, growing by 270 children per year
+548%	5.05 ▼	School Life Expectancy	Below average by 0.6 standard deviations and falling by 0.29 per year

Lower Secondary

70 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 2.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 13% decrease between 2000 and 2015, falling by 10 children per year
-13%	5.50 ▲	School Life Expectancy	Above average by 0.7 standard deviations and growing by 0.05 per year

Upper Secondary

82 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.6 standard deviations and growing by 2.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.1 standard deviations and growing by 0.1 per year
25.40% ▲	108.45 ▲	Gross Enrolment Ratio	Above average by 2.3 standard deviations and growing by 1.8 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.07	0.91	0.74	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.3	0.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	100%	96%
	Primary Dropout Rate	0.4%	0.9%

Shadow Education	<i>A 2012 study remarked that private tutoring “is a tradition and a culture in the Maldives and is practiced on a large scale”.</i>
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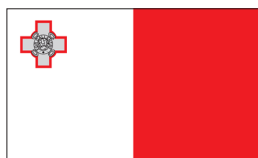
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.90% ▲	20.44% ▲	55%	37%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.74 ▲	Funding (% GDP)	2.10 ▲	Funding (% GDP)	1.92 ▲		
Teacher-Student Ratio	53	Teacher-Student Ratio	42	Teacher-Student Ratio	41	Teacher-Student Ratio	6
Trained Teachers	57%	Trained Teachers	56%	Trained Teachers	67%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALTA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
420,000	12%	1.4	\$18,000	28.20	0.83 (Very High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
70	2.60 ▲	School Life Expectancy	Below average by 11.6 standard deviations and growing by 0.03 per year

Primary

98 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 74% decrease between 2000 and 2015, falling by 110 children per year
-74%	5.63 ▼	School Life Expectancy	Below average by 6.4 standard deviations and falling by 0.01 per year

Lower Secondary

90 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.4 standard deviations and growing by 0.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.93 ▲	School Life Expectancy	Above average by 3.2 standard deviations and growing by 0.03 per year

Upper Secondary

70 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.8 standard deviations and growing by 1.5 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.3 standard deviations and growing by 0.1 per year
13.21% ▲	99.48 ▲	Gross Enrolment Ratio	Above average by 3.7 standard deviations and growing by 0.1 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.80	0.92	1.35	1.07	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.9	2.8

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	59%	47%
	Primary Dropout Rate	2.1%	3.0%

Shadow Education	Statistics reported in a 2013 publication indicated that between 37.6% and 51.9% of primary students were receiving private tutoring, and up to 82.9% at secondary level.
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Quality

<i>Funding (% of GDP)</i>	<i>Funding (% of Budget)</i>	<i>Youth Literacy Rate</i>	<i>Adult Literacy Rate</i>	<i>Learning (Students at Lowest Benchmark)</i>	<i>Learning (Students at Highest Benchmark)</i>
15.61% ▼	40.95% ▼	89%	79%	Math 12% ‡	Math 4% ‡
2015 Est.		2015 Est.		Science 30% ‡	Science 2% ‡
				Reading 22% ‡	Reading 4% ‡

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.01 ▼	Funding (% GDP) 1.32 ▼	Funding (% GDP) 1.89 ▼	
Teacher-Student Ratio 6	Teacher-Student Ratio 25	Teacher-Student Ratio 7	Teacher-Student Ratio 9
Trained Teachers 68%	Trained Teachers 84%	Trained Teachers 74%	Trained Teachers 77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MAURITIUS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,300,000	17%	1.4	\$8,000	36.08	0.77 (High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 1.8 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.3 standard deviations and falling by 0.1 per year
95 ▲	2.34 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.08 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 88% decrease between 2000 and 2015, falling by 510 children per year
-88%	6.48 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.01 per year

Lower Secondary

100 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 80% decrease between 2000 and 2015, falling by 400 children per year
-80%	7.16 ▲	School Life Expectancy	Above average by 0.8 standard deviations and growing by 0.02 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.5 standard deviations and growing by 0.4 per year
23.78% ▲	102.39 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.03	1.03	1.07	0.96	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	1.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	55%	42%
	Primary Dropout Rate	1.9%	3.2%

Shadow Education	SACMEQ data indicated that 74.6% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.56% ▲	18.91% ▼	99%	95%	Math	11.3% †	Math	12.2% †
				Science	N/A	Science	N/A
				Reading	11.1% †	Reading	15.4% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.04 ▲	Funding (% GDP) 2.01 ▲	Funding (% GDP) 1.70 ▲	
Teacher-Student Ratio 28	Teacher-Student Ratio 27	Teacher-Student Ratio 20	Teacher-Student Ratio 16
Trained Teachers 88%	Trained Teachers 96%	Trained Teachers 92%	Trained Teachers 100%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MOZAMBIQUE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
25,830,000	20%	5.3	\$500	45.70	0.39 (Low)

Pre-Primary

60 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
76	2.03	School Life Expectancy	Above average by 1.3 standard deviations and has little recorded momentum

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 1.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 83% decrease between 2000 and 2015, falling by 84040 children per year
-83%	8.87 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.1 per year

Lower Secondary

18 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.1 standard deviations and growing by 1.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 23% decrease between 2000 and 2015, falling by 10900 children per year
-23%	1.73 ▲	School Life Expectancy	Below average by 0.5 standard deviations and growing by 0.01 per year

Upper Secondary

27 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 1.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and has little recorded momentum
12.80% ▲	32 ▲	Gross Enrolment Ratio	Below average by 0.1 standard deviations and growing by 1.8 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.08	1.05	1.02	0.83	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	6.0	6.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	64%	45%
	Primary Dropout Rate	1.6%	4.1%

Shadow Education	SACMEQ data indicated that 7.1% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
0.76% ▼	4.87% ▲	96%	93%	Math	32.7% †	Math	0.3% †
				Science	N/A	Science	N/A
				Reading	21.5% †	Reading	0.3% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▲	Funding (% GDP)	0.46 ▲	Funding (% GDP)	0.13 ▼		
Teacher-Student Ratio	19	Teacher-Student Ratio	26	Teacher-Student Ratio	40	Teacher-Student Ratio	23
Trained Teachers	21%	Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	100%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NAMIBIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,300,000	26%	3.1	\$5,400	63.90	0.62 (Medium)

Pre-Primary

56 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.6 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
73	1.16 ▲	School Life Expectancy	Average and growing by 0.04 per year

Primary

86 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.1 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 46% increase between 2000 & 2015, growing by 1130 children per year
+46%	7.32 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.05 per year

Lower Secondary

67 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.6 standard deviations and growing by 1.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 72% decrease between 2000 and 2015, falling by 900 children per year
-72%	3.64 ▲	School Life Expectancy	Below average by 0.7 standard deviations and growing by 0.02 per year

Upper Secondary

58 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 3 standard deviations and falling by 1.1 per year
44.11% ▼	70 ▲	Gross Enrolment Ratio	Above average by 0.1 standard deviations and growing by 0.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.85	0.85	0.81	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.7	2.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	42%
	Primary Dropout Rate	1.1%	3.2%

Shadow Education	SACMEQ data indicated that 2.9% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.78% ▼	15.57% ▼	87%	81%	Math	47.6% †	Math	0.1% †
				Science	N/A	Science	N/A
				Reading	13.7% †	Reading	2.5% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.91 ▼	Funding (% GDP) 1.87 ▲	Funding (% GDP) 2.03 ▲	
Teacher-Student Ratio 21	Teacher-Student Ratio 23	Teacher-Student Ratio 17	Teacher-Student Ratio 16
Trained Teachers 100%	Trained Teachers 87%	Trained Teachers 77%	Trained Teachers 74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NAURU

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
10,000	N/A	N/A	#N/A	N/A	N/A

Pre-Primary

70 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 0.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1 standard deviations and has little recorded momentum
74	3.10 ▼	School Life Expectancy	Above average by 1.8 standard deviations and falling by 0.1 per year

Primary

91	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 200% increase between 2000 and 2015, growing by 20 children per year
+200%	5.73 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.04 per year

Lower Secondary

69 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and falling by 2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	4.61 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.01 per year

Upper Secondary

74 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 6.6 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1 standard deviations and growing by 0.2 per year
16.82% ▲	77 ▲	Gross Enrolment Ratio	Above average by 1 standard deviations and growing by 1.8 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.93	1.00	1.00	0.91	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.1	2.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	75%	67%
	Primary Dropout Rate	0.4%	3.1%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.05% ▲	25.53% ▲	87%	61%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.09 ▲	Funding (% GDP) 3.44 ▲	Funding (% GDP) 1.22 ▲	
Teacher-Student Ratio 32	Teacher-Student Ratio 28	Teacher-Student Ratio 42	Teacher-Student Ratio 24
Trained Teachers 96%	Trained Teachers 100%	Trained Teachers 77%	Trained Teachers 96%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NEW ZEALAND

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
4,470,000	16%	2.1	\$31,000	36.20	0.91 (Very High)

Pre-Primary

95 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.6 standard deviations and growing by 0.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
71	1.91	School Life Expectancy	Below average by 12.3 standard deviations and has little recorded momentum

Primary

99 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 65% decrease between 2000 and 2015, falling by 160 children per year
-65%	6.05	School Life Expectancy	Below average by 6.2 standard deviations and has little recorded momentum

Lower Secondary

99 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 153% increase between 2000 and 2015, growing by 50 children per year
153%	8.65 ▲	School Life Expectancy	Above average by 4.2 standard deviations and growing by 0.01 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 1.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.6 standard deviations and growing by 0.4 per year
17.50% ▲	124 ▲	Gross Enrolment Ratio	Above average by 4.8 standard deviations and growing by 1.2 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	✓		
		Ratified the Convention	X		
		Signed the Protocol	✓		
		Ratified the Protocol	X		
Gender Parity Index	Pre-Primary	Primary	Lower Secondary	Upper Secondary	2015 Est.
	1.06	0.87	0.69	1.01	
Urban-Rural	Primary Dropout Rate	Urban	Rural		
		2.3	4.6		
Income	Students with 1 Year ECCE	Top 20%	Bottom 20%		
	Primary Dropout Rate	60%	37%		
		1.9%	3.8%		
Shadow Education	While no statistics are available, educators report that private tutoring is increasingly common.				

Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.76% ▲		19.54% ▲		27%		18%		Math	15.5% ‡	Math	4.5% ‡
2015 Est.				2015 Est.				Science	12% ‡	Science	7% ‡
								Reading	8% ‡	Reading	14% ‡
Pre-Primary		Primary		Lower Secondary		Upper Secondary					
Funding (% GDP)	0.60 ▼	Funding (% GDP)	2.68 ▲	Funding (% GDP)	1.19 ▲						
Teacher-Student Ratio	36	Teacher-Student Ratio	38	Teacher-Student Ratio	37	Teacher-Student Ratio 25					
Trained Teachers	89%	Trained Teachers	100%	Trained Teachers	7%	Trained Teachers 26%					

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NIGERIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
173,620,000	22%	6	\$1,400	48.80	0.5 (Low)

Pre-Primary

57 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.9 standard deviations and has little recorded momentum
72	0.57 ▲	School Life Expectancy	Average and growing by 0.02 per year

Primary

67 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.3 standard deviations and growing by 0.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 27% increase between 2000 & 2015, growing by 124590 children per year
+27%	5.07	School Life Expectancy	Below average by 1.2 standard deviations and has little recorded momentum

Lower Secondary

70 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.91 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.01 per year

Upper Secondary

76 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and has little recorded momentum
13.71%	48 ▲	Gross Enrolment Ratio	Above average by 0.5 standard deviations and growing by 2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.76	1.04	1.22	1.25	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.0	1.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	86%	38%
	Primary Dropout Rate	0.8%	2.1%

Shadow Education	A 2014 publication referred to a “private tutoring boom”, indicating that both formal and informal tutoring were increasingly visible.
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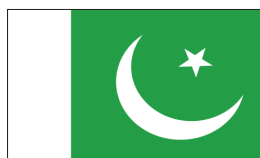
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.28% ▼	12.42% ▼	89%	85%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.82 ▲	Funding (% GDP)	1.46 ▲	Funding (% GDP)	1.29 ▼		
Teacher-Student Ratio	18	Teacher-Student Ratio	21	Teacher-Student Ratio	17	Teacher-Student Ratio	14
Trained Teachers	100%	Trained Teachers	99%	Trained Teachers	76%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



PAKISTAN

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
182,140,000	11%	3.3	\$900	30.00	0.54 (Low)

Pre-Primary

60 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 1.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.8 standard deviations and growing by 0.5 per year
99 ▲	1.94	School Life Expectancy	Above average by 1.2 standard deviations and has little recorded momentum

Primary

80 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 1.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 56% decrease between 2000 & 2015, falling by 327260 children per year
-56%	5.16 ▲	School Life Expectancy	Below average by 1.1 standard deviations and growing by 0.1 per year

Lower Secondary

48 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 0.5% per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 20% decrease between 2000 and 2015, falling by 108k children per year
-20%	2.97 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 3% per year

Upper Secondary

31 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.6 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and falling by 0.2 per year
4.88% ▼	43 ▲	Gross Enrolment Ratio	Above average by 0.3 standard deviations and growing by 1.2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.95	0.94	0.83	0.66	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.0	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	58%	43%
	Primary Dropout Rate	2.1%	3.6%

Shadow Education	A 2013 national survey found that in 13 urban centres 44.8% of students in Grade 1 in private schools received supplementary private tutoring, with the proportion rising to 49.7% in Grade 10.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
2.58% ▼	11.85% ▼	75%	59%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.66 ▼	Funding (% GDP)	1.59 ▲	Funding (% GDP)	1.89 ▲		
Teacher-Student Ratio	17	Teacher-Student Ratio	44	Teacher-Student Ratio	20	Teacher-Student Ratio	21
Trained Teachers	71%	Trained Teachers	86%	Trained Teachers	74%	Trained Teachers	79%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



PAPUA NEW GUINEA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
7,320,000	N/A	3.8	\$1,200	50.88	0.49 (Low)

Pre-Primary

59 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.5 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
77	1.10 ▲	School Life Expectancy	Above average by 0.4 standard deviations and growing by 0.03 per year

Primary

92 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2 standard deviations and growing by 1.7 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 143% increase between 2000 & 2015, growing by 7870 children per year
+143%	6.97 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.56 per year

Lower Secondary

72 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.45 ▲	School Life Expectancy	Above average by 1.6 standard deviations and growing by 0.01 per year

Upper Secondary

70 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and has little recorded momentum
4.79%	81	Gross Enrolment Ratio	Above average by 1.7 standard deviations and has little recorded momentum

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.92	0.94	1.02	1.08	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	2.1	3.0

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	59%	38%
	Primary Dropout Rate	1.5%	3.0%

Shadow Education	No data available
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Quality

<i>Funding</i> (% of GDP)	<i>Funding</i> (% of Budget)	<i>Youth</i> <i>Literacy Rate</i>	<i>Adult</i> <i>Literacy Rate</i>	<i>Learning</i> (Students at Lowest Benchmark)	<i>Learning</i> (Students at Highest Benchmark)
5.40% ▲	16.56% ▲	72%	64%	Math N/A	Math N/A
2015 Est.		2015 Est.		Science N/A	Science N/A
				Reading N/A	Reading N/A

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.08 ▼	Funding (% GDP) 1.67 ▲	Funding (% GDP) 1.71 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 47	Teacher-Student Ratio 16	Teacher-Student Ratio 13
Trained Teachers 66%	Trained Teachers 84%	Trained Teachers 78%	Trained Teachers 75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



RWANDA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
11,780,000	23%	4.6	\$500	50.80	0.51 (Low)

Pre-Primary

8 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.1 standard deviations and falling by 0.8 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.04 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.06 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 82% decrease between 2000 and 2015, falling by 11100 children per year
-82%	8.12 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.19 per year

Lower Secondary

74 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.26 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.05 per year

Upper Secondary

75 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 1 standard deviations and has little recorded momentum
0.70% ▲	37.61 ▲	Gross Enrolment Ratio	Above average by 0.1 standard deviations and growing by 2.1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.09	1.05	0.78	0.62	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	4.5	4.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	32%	12%
	Primary Dropout Rate	4.4%	4.0%

Shadow Education	<i>Private tutoring, or coaching, is common and imposes significant costs on some families. Interviewees indicated that some parts of the curriculum were only covered during coaching sessions.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.78% ▲	16.54% ▲	77%	66%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.62 ▲	Funding (% GDP)	1.57 ▼	Funding (% GDP)	2.09 ▲		
Teacher-Student Ratio	41	Teacher-Student Ratio	69	Teacher-Student Ratio	17	Teacher-Student Ratio	15
Trained Teachers	70%	Trained Teachers	100%	Trained Teachers	76%	Trained Teachers	73%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SAMOA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
190,000	24%	4.2	\$3,000	N/A	0.69 (Medium)

Pre-Primary

19 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.9 standard deviations and falling by 1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
72	0.68 ▼	School Life Expectancy	Below average by 0.7 standard deviations and falling by 0.05 per year

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 87% decrease between 2000 and 2015, falling by 140 children per year
-87%	6.77 ▲	School Life Expectancy	Above average by 0.3 standard deviations and growing by 0.03 per year

Lower Secondary

72 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 92% decrease between 2000 and 2015, falling by 20 children per year
-92%	6.27 ▲	School Life Expectancy	Above average by 1.3 standard deviations and growing by 0.02 per year

Upper Secondary

88 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and growing by 1.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.2 standard deviations and falling by 0.2 per year
17.02% ▼	89.28 ▲	Gross Enrolment Ratio	Above average by 1.2 standard deviations and growing by 0.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.01	0.99	1.00	1.16	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.2	2.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	93%	74%
	Primary Dropout Rate	0.0%	1.5%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.05% ▲	10.84% ▼	91%	82%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▲	Funding (% GDP)	2.16 ▼	Funding (% GDP)	1.12 ▼		
Teacher-Student Ratio	11	Teacher-Student Ratio	15	Teacher-Student Ratio	8	Teacher-Student Ratio	8
Trained Teachers	46%	Trained Teachers	36%	Trained Teachers	21%	Trained Teachers	19%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SEYCHELLES

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
90,000	15%	2.4	\$16,000	65.80	0.76 (High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.6 standard deviations and growing by 1.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and has little recorded momentum
99	2.15 ▲	School Life Expectancy	Above average by 0.4 standard deviations and growing by 0.02 per year

Primary

95 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 47% decrease between 2000 and 2015, falling by 20 children per year
-47%	6.34	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Lower Secondary

93 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 0.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 10% decrease between 2000 and 2015, falling by 0.3 children per year
-10%	5.31 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.01 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and falling by 0.5 per year
18.42% ▼	107 ▲	Gross Enrolment Ratio	Above average by 0.7 standard deviations and growing by 0.2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	1.00	1.00	1.18	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.8	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	41%
	Primary Dropout Rate	1.6%	3.8%

Shadow Education	SACMEQ data indicated that 11.6% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.39% ▲	11.24% ▼	99%	99%	Math	17.8% †	Math	1.3% †
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	11.7% †	Reading	16.2% †

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.01 ▼	Funding (% GDP) 1.83 ▲	Funding (% GDP) 1.73 ▼	
Teacher-Student Ratio 8	Teacher-Student Ratio 19	Teacher-Student Ratio 5	Teacher-Student Ratio 10
Trained Teachers 69%	Trained Teachers 85%	Trained Teachers 78%	Trained Teachers 77%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SIERRA LEONE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
6,090,000	16%	4.8	\$500	35.40	0.37 (Low)

Pre-Primary

10 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Average and growing by 0.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.07 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.03 per year

Primary

94 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	8.87 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.3 per year

Lower Secondary

77 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.97 ▲	School Life Expectancy	Above average by 1.8 standard deviations and growing by 0.02 per year

Upper Secondary

68 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and has little recorded momentum
5.10%	86.49	Gross Enrolment Ratio	Above average by 1.9 standard deviations and has little recorded momentum

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	0.98	1.01	1.01	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.3	1.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	42%
	Primary Dropout Rate	1.2%	2.0%

Shadow Education	<i>A report found a significant number of parents with primary-aged children paid for private tutoring. In some cases this was because of “the flimsy reason of the need to complete their syllabus in time”.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
11.69% ▲	8.39% ▲	90%	80%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.79 ▼	Funding (% GDP)	1.79 ▲	Funding (% GDP)	1.60 ▼		
Teacher-Student Ratio	22	Teacher-Student Ratio	26	Teacher-Student Ratio	18	Teacher-Student Ratio	15
Trained Teachers	57%	Trained Teachers	48%	Trained Teachers	73%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SINGAPORE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
5,400,000	N/A	1.3	\$44,000	42.50	0.9 (Very High)

Pre-Primary

60	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
70	1.47	School Life Expectancy	Below average by 12.8 standard deviations and has little recorded momentum

Primary

95	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.6 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.92	School Life Expectancy	Below average by 5.7 standard deviations and has little recorded momentum

Lower Secondary

71	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	4.98 ▲	School Life Expectancy	Above average by 2.1 standard deviations and growing by 0.03 per year

Upper Secondary

71	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and falling by 0.1 per year
10.02% ▼	81.43	Gross Enrolment Ratio	Above average by 3 standard deviations and has little recorded momentum

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.86	0.95	1.14	1.12	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	3.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	31%	0.0%
	Primary Dropout Rate	1.2%	9.5%

Shadow Education	A 2008 newspaper report stated that 97% of students polled at the primary, middle, and senior secondary levels were receiving tutoring.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
5.77% ▲	12.37% ▲	88%	84%	Math 1% ‡ Science 3.5% ‡ Reading 3% ‡	Math 45.5% ‡ Science 36.5% ‡ Reading 24% ‡
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.16 ▼	Funding (% GDP) 2.57 ▲	Funding (% GDP) 1.62 ▲	
Teacher-Student Ratio 18	Teacher-Student Ratio 21	Teacher-Student Ratio 14	Teacher-Student Ratio 15
Trained Teachers 71%	Trained Teachers 84%	Trained Teachers 77%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SOLOMON ISLANDS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
560,000	15%	4.1	\$1,300	N/A	0.49 (Low)

Pre-Primary

20 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 2.7 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	1.23 ▼	School Life Expectancy	Above average by 0.6 standard deviations and falling by 0.03 per year

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 2.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 66% decrease between 2000 and 2015, falling by 970 children per year
-66%	8.87 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.26 per year

Lower Secondary

28 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 442% increase between 2000 and 2015, growing by 900 children per year
+442%	4.00 ▲	School Life Expectancy	Above average by 0.7 standard deviations and growing by 0.02 per year

Upper Secondary

59 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 1.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and falling by 0.1 per year
10.48% ▼	55 ▲	Gross Enrolment Ratio	Above average by 0.7 standard deviations and growing by 2.1 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.99	1.00	1.03	0.79	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.8	2.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	65%	45%
	Primary Dropout Rate	0.9%	3.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.50% ▼	9.71% ▲	99%	91%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.06 ▲	Funding (% GDP) 0.26 ▼	Funding (% GDP) 1.39 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 23	Teacher-Student Ratio 15	Teacher-Student Ratio 19
Trained Teachers 71%	Trained Teachers 84%	Trained Teachers 80%	Trained Teachers 71%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SOUTH AFRICA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
52,980,000	17%	2.4	\$7,000	63.10	0.66 (Medium)

Pre-Primary

28 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.3 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
73	0.84 ▲	School Life Expectancy	Below average by 0.5 standard deviations and growing by 0.05 per year

Primary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 22% increase between 2000 & 2015, growing by 5730 children per year
22%	7.19 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.04 per year

Lower Secondary

78 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.2 standard deviations and growing by 1.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 and 2015, falling by 12800 children per year
-99%	5.07 ▲	School Life Expectancy	Above average by 0.4 standard deviations and growing by 0.02 per year

Upper Secondary

80 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 3.5 standard deviations and growing by 0.3 per year
49.36% ▲	103 ▲	Gross Enrolment Ratio	Above average by 2 standard deviations and growing by 1.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.01	1.01	0.99	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	2.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	40%
	Primary Dropout Rate	1.2%	4.6%

Shadow Education	SACMEQ data indicated that 4.0% of Grade 6 pupils were receiving paid tutoring in 2007. One author remarked that South Africa appeared to have received “a sudden deluge of supplementary tuition”.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.40% ▼	10.24% ▼	90%	86%	Math	40.2% †	Math	0.6% †
				Science	N/A	Science	N/A
				Reading	27.2% †	Reading	6.6% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.00 ▲	Funding (% GDP)	1.86 ▼	Funding (% GDP)	1.37 ▲		
Teacher-Student Ratio	30	Teacher-Student Ratio	13	Teacher-Student Ratio	10	Teacher-Student Ratio	8
Trained Teachers	75%	Trained Teachers	66%	Trained Teachers	57%	Trained Teachers	55%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SRI LANKA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
20,480,000	15%	2.4	\$2,400	36.40	0.75 (High)

Pre-Primary

56	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.1 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and growing by 3 per year
99	0.41 ▼	School Life Expectancy	Below average by 1.5 standard deviations and falling by 0.11 per year

Primary

91 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 2440% increase between 2000 & 2015, growing by 10070 children per year
2440%	4.70 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.01 per year

Lower Secondary

90 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 159% increase between 2000 & 2015, growing by 4700 children per year
159%	8.20 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.07 per year

Upper Secondary

89 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 2.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and falling by 0.2 per year
15.55% ▼	103 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1.1 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.94	0.99	1.01	1.06	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.0	2.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	36%
	Primary Dropout Rate	1.0%	3.2%

Shadow Education	A 2011 publication indicated that 92.4% of 2,578 students in Grade 10 and 98.0% of 884 students in Grade 12 were receiving tutoring.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.54% ▼	7.74% ▼	86%	80%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.02 ▲	Funding (% GDP)	1.43 ▼	Funding (% GDP)	2.00 ▲		
Teacher-Student Ratio	4	Teacher-Student Ratio	15	Teacher-Student Ratio	13	Teacher-Student Ratio	7
Trained Teachers	70%	Trained Teachers	90%	Trained Teachers	58%	Trained Teachers	53%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ST. KITTS AND NEVIS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
50,000	21%	N/A	\$12,000	N/A	0.75 (High)

Pre-Primary

59 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.2 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and falling by 0.3 per year
99 ▼	1.55 ▼	School Life Expectancy	Below average by 0.3 standard deviations and falling by 0.03 per year

Primary

82 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.1 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 580% increase between 2000 and 2015, growing by 70 children per year
580%	6.01 ▼	School Life Expectancy	Above average by 0.3 standard deviations and falling by 0.12 per year

Lower Secondary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 39% decrease between 2000 and 2015, falling by 2 children per year
-39%	4.91 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.02 per year

Upper Secondary

96 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 1.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Average and falling by 0.5 per year
17.29% ▼	98.32 ▼	Gross Enrolment Ratio	Above average by 0.4 standard deviations and falling by 0.9 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	1.22	0.99	1.08	1.00	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.3	3.3

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	60%	45%
	Primary Dropout Rate	1.2%	3.2%

Shadow Education	No data available
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Quality

<i>Funding (% of GDP)</i>	<i>Funding (% of Budget)</i>	<i>Youth Literacy Rate</i>	<i>Adult Literacy Rate</i>	<i>Learning (Students at Lowest Benchmark)</i>		<i>Learning (Students at Highest Benchmark)</i>	
5.03% ▼	9.25% ▼	92%	79%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

<i>Pre-Primary</i>		<i>Primary</i>		<i>Lower Secondary</i>		<i>Upper Secondary</i>	
Funding (% GDP)	1.10 ▼	Funding (% GDP)	1.55 ▼	Funding (% GDP)	1.52 ▲		
Teacher-Student Ratio	7	Teacher-Student Ratio	7	Teacher-Student Ratio	10	Teacher-Student Ratio	15
Trained Teachers	70%	Trained Teachers	88%	Trained Teachers	74%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ST. LUCIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
180,000	16%	1.9	\$6,200	42.58	0.71 (High)

Pre-Primary

43 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.3 standard deviations and falling by 1.2 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Below average by 0.4 standard deviations and falling by 3 per year
25 ▼	1.20 ▼	School Life Expectancy	Below average by 0.6 standard deviations and falling by 0.02 per year

Primary

84 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and falling by 1.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 426% increase between 2000 and 2015, growing by 180 children per year
+426%	6.12 ▼	School Life Expectancy	Above average by 0.4 standard deviations and falling by 0.11 per year

Lower Secondary

94 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 1.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 93% decrease between 2000 and 2015, falling by 100 children per year
-93%	5.12 ▲	School Life Expectancy	Below average by 0.3 standard deviations and growing by 0.01 per year

Upper Secondary

90 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 2.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and falling by 0.1 per year
18.75% ▼	103 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	1.20	1.03	1.19	0.99	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.8	3.7

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	0.0%	7.3%
	Primary Dropout Rate	0.8%	3.4%

Shadow Education	No data available
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Quality

<i>Funding</i> (% of GDP)	<i>Funding</i> (% of Budget)	<i>Youth</i> <i>Literacy Rate</i>	<i>Adult</i> <i>Literacy Rate</i>	<i>Learning</i> (Students at Lowest Benchmark)		<i>Learning</i> (Students at Highest Benchmark)	
13.77% ▲	30.84% ▲	65%	54%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.03 ▼	Funding (% GDP) 1.76 ▲	Funding (% GDP) 1.55 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 27	Teacher-Student Ratio 21	Teacher-Student Ratio 16
Trained Teachers 38	Trained Teachers 81%	Trained Teachers 25%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ST. VINCENT AND THE GRENADINES

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
110,000	21%	2	\$6,400	N/A	0.72 (High)

Pre-Primary

54	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Average and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.5 standard deviations and falling by 3.6 per year
61	1.33 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.05 per year

Primary

98 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 16% increase between 2000 and 2015, growing by 0 children per year
+16%	6.89 ▼	School Life Expectancy	Above average by 0.8 standard deviations and falling by 0.1 per year

Lower Secondary

100 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 96% decrease between 2000 and 2015, falling by 100 children per year
-96%	5.83 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.03 per year

Upper Secondary

92 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.2 standard deviations and falling by 0.1 per year
19.77% ▼	116 ▲	Gross Enrolment Ratio	Above average by 1.1 standard deviations and growing by 0.7 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.16	1.12	0.89	1.02	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.3	2.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	46%	2.7%
	Primary Dropout Rate	1.5%	2.6%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
7.10% ▲	23.12% ▲	74%	68%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.86 ▲	Funding (% GDP)	2.48 ▲	Funding (% GDP)	2.17 ▲		
Teacher-Student Ratio	28	Teacher-Student Ratio	25	Teacher-Student Ratio	36	Teacher-Student Ratio	38
Trained Teachers	9%	Trained Teachers	38%	Trained Teachers	75%	Trained Teachers	72%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SWAZILAND

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,250,000	17%	3.4	\$2,600	51.50	0.53 (Low)

Pre-Primary

23 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2 standard deviations and has little recorded momentum
60 ▲	0.85 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.04 per year

Primary

95 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and growing by 1.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 74% decrease between 2000 and 2015, falling by 3080 children per year
-74%	8.55 ▲	School Life Expectancy	Above average by 1.2 standard deviations and growing by 0.14 per year

Lower Secondary

20 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Average and falling by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 49% increase between 2000 and 2015, growing by 900 children per year
+49%	3.18 ▲	School Life Expectancy	Above average by 0.3 standard deviations and growing by 0.02 per year

Upper Secondary

52 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.3 standard deviations and growing by 0.8 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 2.6 standard deviations and has little recorded momentum
42%	64 ▲	Gross Enrolment Ratio	Above average by 1.1 standard deviations and growing by 1.6 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.57	1.02	1.32	1.16	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.7	3.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	92%	46%
	Primary Dropout Rate	1.9%	2.9%

Shadow Education	SACMEQ data indicated that 1.1% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
8.91% ▲	21.15% ▲	94%	84%	Math	8.6% †	Math	0.3% †
				Science	N/A	Science	N/A
				Reading	1.5% †	Reading	1.8% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.16 ▲	Funding (% GDP)	4.20 ▲	Funding (% GDP)	3.32 ▲		
Teacher-Student Ratio	19	Teacher-Student Ratio	31	Teacher-Student Ratio	18	Teacher-Student Ratio	16
Trained Teachers	25	Trained Teachers	73%	Trained Teachers	74%	Trained Teachers	72%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



UNITED REPUBLIC OF TANZANIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
49,250,000	18%	5.3	\$600	37.60	0.49 (Low)

Pre-Primary

46 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.2 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2 standard deviations and has little recorded momentum
75 ▼	0.39 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.01 per year

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 97% decrease between 2000 & 2015, falling by 195660 children per year
-97%	8.59 ▲	School Life Expectancy	Above average by 1.2 standard deviations and growing by 0.03 per year

Lower Secondary

75 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 2.9 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.38 ▲	School Life Expectancy	Below average by 0.1 standard deviations and growing by 0.02 per year

Upper Secondary

73 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 5.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.7 standard deviations and has little recorded momentum
4.24%	40 ▲	Gross Enrolment Ratio	Above average by 0.2 standard deviations and growing by 1.7 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.03	1.00	1.01	0.96	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	5.9	5.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	40%
	Primary Dropout Rate	1.4%	2.9%

Shadow Education	SACMEQ data indicated that 14.3% of Grade 6 pupils in Mainland Tanzania and 11.4% in Zanzibar were receiving paid tutoring in 2007.
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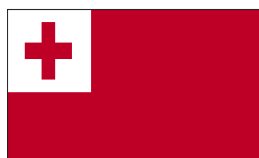
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
6.50% ▲	13.45% ▲	90%	82%	Math	13.3% †	Math	1% †
				Science	N/A	Science	N/A
				Reading	3.5% †	Reading	6.2% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.04 ▲	Funding (% GDP)	2.20 ▲	Funding (% GDP)	3.04 ▲		
Teacher-Student Ratio	16	Teacher-Student Ratio	18	Teacher-Student Ratio	15	Teacher-Student Ratio	13
Trained Teachers	70%	Trained Teachers	84%	Trained Teachers	78%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



TONGA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
110,000	22%	3.8	\$2,700	37.00	0.71 (High)

Pre-Primary

23 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 1 standard deviations and growing by 0.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.9 standard deviations and has little recorded momentum
77	0.67 ▲	School Life Expectancy	Below average by 1.2 standard deviations and growing by 0.02 per year

Primary

93 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 171% increase between 2000 and 2015, growing by 50 children per year
+171%	6.43	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Lower Secondary

100 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 151% increase between 2000 and 2015, growing by 100 children per year
+151%	6.12 ▼	School Life Expectancy	Above average by 0.3 standard deviations and has little recorded momentum

Upper Secondary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 0.5 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Average and has little recorded momentum
16.84%	102 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and falling by 0.3 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.97	0.96	0.86	1.07	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.3	3.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	58%	41%
	Primary Dropout Rate	2.4%	4.3%

Shadow Education	<i>A 2014 workshop of school administrators made a ball-park estimate that 40% of senior secondary students received private tutoring.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.29% ▲	14.39% ▲	87%	83%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.83 ▼	Funding (% GDP)	0.94 ▲	Funding (% GDP)	0.96 ▲		
Teacher-Student Ratio	22	Teacher-Student Ratio	6	Teacher-Student Ratio	18	Teacher-Student Ratio	16
Trained Teachers	69%	Trained Teachers	84%	Trained Teachers	75%	Trained Teachers	81%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



TRINIDAD AND TOBAGO

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,340,000	8%	1.8	\$18,000	40.27	0.8 (High)

Pre-Primary

98 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.6 standard deviations and growing by 2.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.2 standard deviations and growing by 1.7 per year
90 ▲	2.72 ▲	School Life Expectancy	Above average by 1 standard deviations and growing by 0.16 per year

Primary

97 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 19% decrease between 2000 and 2015, falling by 30 children per year
-19%	7.51 ▲	School Life Expectancy	Above average by 1.1 standard deviations and growing by 0.02 per year

Lower Secondary

73 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	4.49 ▲	School Life Expectancy	Below average by 0.6 standard deviations and growing by 0.08 per year

Upper Secondary

74 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.7 standard deviations and falling by 0.2 per year
7.93% ▼	87	Gross Enrolment Ratio	Average and has little recorded momentum

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.64	0.87	1.04	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.7	2.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	62%	46%
	Primary Dropout Rate	1.2%	3.9%

Shadow Education	A 2012 study of children in primary schools found that 88.2% in Standard 5 children received private supplementary tutoring.
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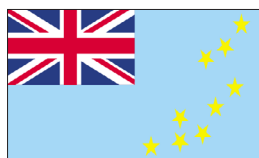
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.90% ▼	8.25% ▼	99%	99%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.07 ▼	Funding (% GDP)	0.93 ▼	Funding (% GDP)	1.67 ▲		
Teacher-Student Ratio	10	Teacher-Student Ratio	25	Teacher-Student Ratio	17	Teacher-Student Ratio	16
Trained Teachers	67%	Trained Teachers	83%	Trained Teachers	77%	Trained Teachers	72%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



TUVALU

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
10,000	19%	N/A	\$3,000	N/A	N/A

Pre-Primary

69 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.7 standard deviations and falling by 2 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.9 standard deviations and has little recorded momentum
70	3.19 ▲	School Life Expectancy	Above average by 1.9 standard deviations and growing by 0.02 per year

Primary

93	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.62 ▼	School Life Expectancy	Above average by 0.9 standard deviations and falling by 0.02 per year

Lower Secondary

68	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.10 ▼	School Life Expectancy	Above average by 1 standard deviations and growing by 0.01 per year

Upper Secondary

70	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.9 standard deviations and falling by 0.2 per year
16.15% ▼	81	Gross Enrolment Ratio	Above average by 1 standard deviations and has little recorded momentum

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.88	1.12	0.91	1.14	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	0.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	44%
	Primary Dropout Rate	1.6%	1.1%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.99% ▼	15.93% ▲	90%	83%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
(% GDP) 0.76 ▲	(% GDP) 1.96 ▲	(% GDP) 1.74 ▲	
Teacher-Student Ratio 6	Teacher-Student Ratio 8	Teacher-Student Ratio 9	Teacher-Student Ratio 11
Trained Teachers 98%	Trained Teachers 99%	Trained Teachers 100%	Trained Teachers 100%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



UGANDA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
37,580,000	N/A	3.4	\$2,300	58.00	0.62 (Medium)

Pre-Primary

20 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 2.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
N/A	.5 ▲	School Life Expectancy	Below average by 0.1 standard deviations and growing by 0.03 per year

Primary

89 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.7 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 140% increase between 2000 & 2015, growing by 33740 children per year
140%	7.9 ▼	School Life Expectancy	Above average by 0.7 standard deviations and falling by 0.17 per year

Lower Secondary

20	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.1 ▲	School Life Expectancy	Below average by 0.3 standard deviations and growing by 0.01 per year

Upper Secondary

28 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.4 standard deviations and growing by 0.2 per year
7.1 ▲	33.4 ▲	Gross Enrolment Ratio	Below average by 0.1 standard deviations and growing by 0.9 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.04	1.03	.99	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	3.5

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	43%
	Primary Dropout Rate	1.7%	3.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.2% ▼	13.8 ▼	92%	77%	Math	38.7% †	Math	0% †
				Science	N/A	Science	N/A
				Reading	20.4% †	Reading	0.5% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.89 ▲	Funding (% GDP)	1% ▲	Funding (% GDP)	0.72		
Teacher-Student Ratio	23	Teacher-Student Ratio	21	Teacher-Student Ratio	11	Teacher-Student Ratio	27
Trained Teachers	72%	Trained Teachers	83%	Trained Teachers	79%	Trained Teachers	76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



UNITED KINGDOM

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
64,100,000	13%	1.9	\$42,000	36.00	0.89 (Very High)

Pre-Primary

76	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.1 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
74	1.65 ▲	School Life Expectancy	Below average by 12.6 standard deviations and growing by 0.04 per year

Primary

99 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 918% increase between 2000 & 2015, growing by 1380 children per year
+918%	6.61 ▲	School Life Expectancy	Below average by 5.8 standard deviations and growing by 0.03 per year

Lower Secondary

95 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and falling by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 221% increase between 2000 & 2015, growing by 1300 children per year
+221%	6.90 ▼	School Life Expectancy	Above average by 3.2 standard deviations and falling by 0.01 per year

Upper Secondary

96 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and growing by 0.6 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.9 standard deviations and growing by 0.5 per year
21.30% ▲	99 ▼	Gross Enrolment Ratio	Above average by 3.7 standard deviations and falling by 0.1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.99	0.93	0.91	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.4	2.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	46%
	Primary Dropout Rate	1.3%	4.0%

Shadow Education	A 2008 random telephone survey of 1,500 parents found that 12% of primary school pupils and 8% of secondary school pupils were receiving private tutoring.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.41% ▼	15.82% ▼	90%	83%	Math	21.8% #	Math	11.8% #
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.07 ▲	Funding (% GDP) 1.73 ▲	Funding (% GDP) 1.25 ▲	
Teacher-Student Ratio 18	Teacher-Student Ratio 17	Teacher-Student Ratio 15	Teacher-Student Ratio 10
Trained Teachers 100%	Trained Teachers 100%	Trained Teachers 99%	Trained Teachers 98%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



VANUATU

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
250,000	N/A	3.4	\$2,300	58.00	0.62 (Medium)

Pre-Primary

57 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 1.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.7 standard deviations and growing by 4.7 per year
99 ▲	2.47 ▲	School Life Expectancy	Above average by 2 standard deviations and growing by 0.08 per year

Primary

99 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 40% increase between 2000 and 2015, growing by 10 children per year
+40%	6.88 ▼	School Life Expectancy	Above average by 0.3 standard deviations and falling by 0.02 per year

Lower Secondary

52 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.2 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 68% decrease between 2000 and 2015, falling by 100 children per year
-68%	5.18 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.04 per year

Upper Secondary

72 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 4.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.2 standard deviations and has little recorded momentum
17.03% ▲	71.98 ▲	Gross Enrolment Ratio	Above average by 0.2 standard deviations and growing by 2.6 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.05	1.03	1.14	0.98	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	3.5

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	43%
	Primary Dropout Rate	1.7%	3.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
3.41% ▼	9.86% ▼	96%	85%		
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.98 ▲	Funding (% GDP) 3.13 ▲	Funding (% GDP) 0.74 ▼	
Teacher-Student Ratio 18	Teacher-Student Ratio 21	Teacher-Student Ratio 17	Teacher-Student Ratio 18
Trained Teachers 72%	Trained Teachers 83%	Trained Teachers 76%	Trained Teachers 74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ZAMBIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
14,540,000	19%	5.7	\$1,300	57.50	0.56 (Medium)

Pre-Primary

61	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Below average by 0.6 standard deviations and growing by 0.7 per year
21 ▼	1.6	School Life Expectancy	Above average by 0.7 standard deviations and has little recorded momentum

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 95% decrease between 2000 and 2015, falling by 34020 children per year
-95%	8.9 ▲	School Life Expectancy	Above average by 1.3 standard deviations and growing by 0.02 per year

Lower Secondary

70 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.13 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.04 per year

Upper Secondary

73 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.2 standard deviations and growing by 0.1 per year
26.4 ▲	5.13	Gross Enrolment Ratio	Above average by 0.9 standard deviations and has little recorded momentum

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.80	1.03	1.05	0.83	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	3.1	3.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	41%	16%
	Primary Dropout Rate	1.7%	4.0%

Shadow Education	SACMEQ data indicated that 6.1% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
0.96% ▼	3.71% ▼	56%	49%		
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.83 ▲	Funding (% GDP) 2.18 ▲	Funding (% GDP) 0.15 ▼	
Teacher-Student Ratio 15	Teacher-Student Ratio 56	Teacher-Student Ratio 58	Teacher-Student Ratio 17
Trained Teachers 69%	Trained Teachers 87%	Trained Teachers 70%	Trained Teachers 78%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ

Glossary of Metrics

Adjusted Net Enrolment Rate (ANER)

- **Definition:** Total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population.
- **Purpose:** To assess the level of achievement of the Universal Primary Education (UPE) goal and to measure the actual school participation of the official primary school age population.
- **Calculation Method:** Divide the total number of students in the official primary school age range who are enrolled in primary or secondary education by the population of the same age group and multiply the result by 100.
- **Interpretation:** ANER gives more precise measure of the participation of the official primary school age population to the education system (excluding pre-primary education). It reflects the actual level of achievement of the Universal Primary Education (UPE) goal. In fact, while the Net enrolment rate (NER) shows the coverage of pupils in the official primary school age group in the primary education level only, the ANERA extends the measure to those of the official primary school age range who have reached secondary education because they might access primary education earlier than the official entrance or they might skip some grades due to their performance. Increasing ANER might mirror improving participation of children in the official primary school age, the decrease of the target population or both. A value of 100% indicates theoretically that the country has accomplished the UPE goal. However, this condition is not sufficient for UPE due to, for example, a high repetition rate, which might lead pupils to dropout after primary school age without completing primary education. The difference between ANER and ANER provides a measure of the proportion of children in the official primary age group who are enrolled in secondary education.
- **Limitations:** As other net rates, ANER is affect by the use of different reference points for age for enrolment and the population.
- **Source:** UNESCO Institute for Statistics

Birth Rate

- **Definition:** the number of live births occurring during the year, per 1,000 population estimated at midyear
- **Interpretation:** Birth rates offer a window in which to understand relative demographic pressures on an education system. A higher birth rate means education systems need to expand, which can make universalisation more difficult
- **Source:** United Nations Population Division

Dropout Rate By Grade

- **Definition:** proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.
- **Purpose:** To measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.
- **Calculation** method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).
- **Interpretation:** Ideally, the rate should approach 0%; a high dropout rate reveals problems in the internal efficiency of the educational system. By comparing rates across grades, it is possible to identify those which require greater policy emphasis.
- **Limitations:** The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially when comparing education systems.
- **Source:** UNESCO Institute for Statistics¹

Grade 1 Entrants With ECCE Experience

- **Definition:** The formal UIS term is “percentage of new entrants to Grade 1 of primary education with early childhood education experience” Total number of new entrants to Grade 1 of primary education who have attended some form of organised early childhood care and education (ECCE) programmes, expressed as a percentage of the total number of new entrants to primary education.
- **Purpose:** To assess the proportion of new entrants to Grade 1 who presumably have

1 <http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

received some preparation for primary schooling through ECCE programmes.

- **Calculation Method:** Divide the number of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme by the total number of new entrants to Grade 1 of primary education, and multiply by 100.
- **Interpretation:** A high percentage of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme indicates that a large proportion of these children have participated in organized learning activities prior to entering primary school. Progress in schooling is often associated with cognitive abilities acquired at young ages. It is commonly recognized that prior participation in ECCE programmes can play an important role in a child's future education, because they shape attitudes toward learning and develop basic social skills, but the effect of ECCE activities on children's cognitive development may vary according to the programme attended.
- **Limitations:** This indicator may give an exaggerated picture of access to ECCE programmes, since those children who have access to these programmes are also more likely to have access to primary schools.
- **Source:** UNESCO Institute for Statistics¹

Gross Enrolment Ratio (GER)

- **Definition:** Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age.
- **Purpose:** To show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to Net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.
- **Calculation Method:** Divide the number of students enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.
- **Interpretation:** A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90% for a particular level of education, the aggregate number of places for students is approaching the number required for universal access of the official age group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolment to decline in the future to free places for pupils from the expected age group.

- **Limitations:** GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc.
- **Source:** UNESCO Institute for Statistics¹

Net Enrolment Rate (NER)

- **Definition:** Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.
- **Purpose:** To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.
- **Calculation method:** Divide the number of pupils (or students) enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.
- **Interpretation:** A high NER denotes a high degree of coverage for the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving coverage at the specified level of education. When the NER is compared with the GER, the difference between the two highlights the incidence of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100%, provides a measure of the proportion of children not enrolled at the specified level of education. However, since some of these children/youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. To measure universal primary education, for example, adjusted primary NER is calculated on the basis of the percentage of children in the official primary school age range who are enrolled in either primary or secondary education. A more precise complementary indicator is the age-specific enrolment ratio (ASER) which shows the participation in education of the population of each particular age, regardless of the level of education.
- **Limitations:** For tertiary education, this indicator is not pertinent because of the difficulties in determining an appropriate age group due to the wide variations in the duration of programmes at this level of education. As regards primary and secondary education, difficulties may arise when calculating an NER that approaches 100% if:
 1. The reference date for entry to primary education does not coincide with the birth dates of all of the cohort eligible to enrol at this level of education;
 2. A significant portion of the population starts primary school earlier than the prescribed age and consequently finishes earlier as well; here is an increase in the entrance age to primary education but the duration remains unchanged.
- **Source:** UNESCO Institute for Statistics¹

Out-Of-School Children (OOS)

- **Definition:** Children in the official primary school age range who are not enrolled in either primary or secondary schools.
- **Purpose:** To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education.
- **Calculation method:** Subtract the number of primary school-age pupils enrolled in either primary or secondary school from the total population of the official primary school age range.
- **Interpretation:** The higher the number of out-of-school children, the greater the need to focus on achieving universal primary education. Some children of primary school-age who have never been in school may or may not eventually enrol as late entrants. Other children may have initially enrolled but dropped out before reaching the 'official' age of primary completion. When disaggregated by geographical location, this indicator can identify areas needing the greatest efforts. Policies can also focus efforts on priority population groups or a particular gender.
- **Limitations:** Discrepancies between enrolment and population data coming from different sources may not give the exact magnitude of out-of-school children.

Out-Of-School Children Change

- **Definition:** The percentage difference between the number of out-of-school children in a cohort between 2000 and 2015.
- **Purpose:** Despite major progress in reducing the relative numbers of children enrolled in school, as measured through enrolment rates and ratios, demographic changes mean that the absolute changes in the number out-of-school (OOS) children and youth might not be changing in the same direction or pace.
- **Calculation method:** Divide total number of OOS in a given cohort estimated in 2015 with the number estimated for 2000. 100% has been subtracted by all totals for consistency.
- **Interpretation:** In report cards, falling numbers are represented with a negative “-” sign. If there were 100 OOS in 2015 and 300 in 2000, the number shown would be -33%. If the numbers were inversed, it would be shown as 200%. While the number would have grown by 3x (300%), the number shown is that it is **added** double the number from the original 2000 estimate.
- **Limitations:** These estimates are made with partial, often fragmentary data. Data reconstruction techniques are described in Chapter 2. There is also reason to think that some of the numbers reported to UNESCO are inaccurate and all of the limitations applying to the OOS number apply here. Further, countries with small numbers of OOS can show very dramatic rises. Many Commonwealth countries, for

instance, have OOS numbers as low as a few dozen. This number might also appear to be more linear than it really is, as there might be significant fluctuations between 2000 and 2015.

- **Source:** In-house calculations based off UNESCO Institute for Statistics numbers.

Percentage Distribution of Public Current Expenditure on Education by Level

- **Definition:** Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education.
- **Purpose:** To show how financial resources for education have been distributed across the different levels or stages of education. It measures the relative emphasis of government spending on a particular level of education within the overall educational expenditure.
- **Calculation method:** Divide public current expenditure devoted to each level of education by the total public current expenditure on education, and multiply the result by 100.
- **Interpretation:** Relatively high percentage of current expenditures devoted to a specific level of education denotes the priority given to that level in national educational policy and resource allocation. When interpreting this indicator, one may also take into account the corresponding distribution of enrolment by level and then assess the relative current expenditure per student.
- **Limitations:** In some instances data on current public expenditure on education refers only to the ministry of education, excluding other ministries that spend a part of their budget on educational activities.
- **Source:** UNESCO Institute for Statistics ¹

Percentage of Trained Teachers

- **Definition:** Number of teachers who have received the minimum organized teacher training (pre-service or inservice) required for teaching at the specified level of education in the given country, expressed as a percentage of the total number of teachers at the same level of education.
- **Purpose:** To measure the proportion of teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It reveals also a country's commitment to invest in the development of its human capital involved in teaching activities.
- **Calculation Method:** Divide the number of teachers of the specified level of education who have received the minimum required teacher training by the total number of teachers at the same level of education, and multiply the result by 100.
- **Interpretation:** A high percentage of teachers certified to teach in schools implies

that a majority of the teaching force is trained and has the necessary pedagogical skills to teach and use the available instructional materials in an effective manner.

- **Limitations:** This indicator does not take into account differences in teachers' experiences and status, teaching methods, teaching materials and variations in classroom conditions -- all factors that also affect the quality of teaching/learning. It should be noted that some teachers without this formal training may have acquired equivalent pedagogical skills through professional experience.
- **Source:** UNESCO Institute for Statistics¹

Programme for International Student Assessment (PISA)

- **Definition:** The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 economies have participated in the assessment.²
- **Purpose:** The tests are designed to assess to what extent students at the end of compulsory education, can apply their knowledge to real-life situations and be equipped for full participation in society. The information collected through background questionnaires also provides context which can help analysts interpret the results.³
- **Calculation Method:** The PISA 2012 survey focused on mathematics, with reading, science and problem-solving as minor areas of assessment. For the first time, PISA 2012 also included an assessment of the financial literacy of young people, which was optional for countries and economies. PISA assesses not only whether students can reproduce knowledge, but also whether they can extrapolate from what they have learned and apply their knowledge in new situations. It emphasises the mastery of processes, the understanding of concepts, and the ability to function in various types of situations.⁴
- **Limitations:** "Duru-Bellat points out that PISA data are so attractive because, rather than assessing conformity to academic knowledge, PISA gives a concrete picture of 15-year-old students' performance in subjects or exercises that are supposed to be relevant for daily life ("life skills"). In addition to this, PISA data, even if they are imperfect and questionable, are very helpful in highlighting differences in educational outcome across countries. According to Duru-Bellat, the misuses and limitations of PISA become obvious, when PISA data are used for benchmarking and when countries are ranked as result of cross-comparative comparisons: "The core problem with benchmarking is that benchmarks are set using the most readily available data" (p. 154). Since PISA data are readily available, they are used as if there were no other relevant indicators of educational quality of an education system (e.g. equity), which is of course highly questionable. However, indicators are isolated pieces of information, which according to Duru-Bellat, are not sufficient for assessing a whole 'system'. For the comprehensive assessment of a whole education system, evaluation

2 <http://www.oecd.org/pisa/aboutpisa/>

3 <http://www.oecd.org/pisa/aboutpisa/>

4 <http://goo.gl/7rVLAe>

is far more useful than indicators, because evaluation requires “the combination of indicators and most of all, the more qualitative interpretation of their meaning” (p. 155). In her conclusion Duru-Bellat points out that her criticism, which is focused on the misuse of PISA data for benchmarking processes, should not lead us “to renounce processes that evaluate education systems based on their output” (p. 157). The student output is and remains an important factor in assessing the quality of education systems. However, according to Duru-Bellat, it needs to be supplemented by additional data: “it is important not to limit oneself to measurement of student achievement but rather to include measurements of system characteristics such as coverage, financing (public/private) and tracking (early/comprehensive tracking, types of student groups etc.)” (p. 156).⁵

- **Source:** Organisation for Economic Co-operation and Development (OECD)

Public Expenditure On Education as a Percentage of Gross National Income

- **Definition:** Total public expenditure on education (current and capital) expressed as a percentage of the Gross National Income (GNI) in a given financial year. GNI is also referred to as Gross National Product (GNP).
- **Purpose:** This indicator shows the proportion of a country’s wealth generated during a given financial year that has been spent by government authorities on education. The indicator can be also calculated based on Gross Domestic product (GDP)
- **Calculation method:** Divide total public expenditure on education in a given financial year by the GNI of the country for the corresponding year and multiply by 100
- **Interpretation:** In principle a high percentage of GNI devoted to public expenditure on education denotes a high level of attention given to investment in education by the government; and vice versa.
- **Limitations:** In some instances data on total public expenditure on education refers only to the Ministry of education, excluding other ministries that spend a part of their budget on educational activities.
- **Source:** UNESCO Institute for Statistics ¹

Public Expenditure on Education as a Percentage of Total Government Expenditure

- **Definition:** Total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.
 - **Purpose:** To assess a government’s policy emphasis on education relative to the perceived value of other public investments. It reflects also the commitment of a
- 5 <http://www.cese-europe.org/images/cese/general/pisa%20under%20examination.pdf>

government to invest in human capital development.

- **Calculation method:** Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.
- **Interpretation:** A higher percentage of government expenditure on education shows a high government policy priority for education relative to the perceived value of other public investments, including defence and security, health care, social security for unemployment and elderly, and other social or economic sectors.
- **Limitations:** In some instances data on total public expenditure on education refers only to the ministry of education, excluding other ministries that spend a part of their budget on educational activities.
- **Source:** UNESCO Institute for Statistics¹

Public Current Expenditure Per Pupil (Student) as a Percentage of Gross National Income (GNI) Per Capita

- **Definition:** Public current expenditure per pupil (or student) at each level of education, expressed as a percentage of GNI per capita in a given financial year.
- **Purpose:** To measure the share of per capita income spent on each pupil or student. It helps in assessing a country's level of investment in human capital development. When calculated by level of education, it also indicates the relative costs and emphasis placed by the country on a particular level of education. The indicator can be also calculated based on gross domestic product (GDP).
- **Calculation method:** Divide per pupil public current expenditure on each level of education in a given year by the GNI per capita for the same year and multiply by 100.
- **Interpretation:** A high percentage figure for this indicator denotes a high share of per capita income being spent on each pupil/student in a specified level of education. It represents a measure of the financial cost per pupil/student in relation to average per capita income. A high level of spending per pupil should be interpreted with caution because this could simply reflect low enrolment. This indicator should therefore be used in conjunction with enrolment ratios. Low expenditure per pupil and low enrolment in primary education when compared to high expenditure and/or low enrolment in tertiary education suggests a need to reconsider resource allocations within the education sector, especially if universal primary education is a priority.
- **Limitations:** This indicator may be distorted by inaccurate estimation of GNI, current population or enrolment by level of education. The fact that fiscal year and educational year budget periods may be different should also be taken into consideration.
- **Source:** UNESCO Institute for Statistics¹

Pupil-Teacher Ratio (Ptr)

- **Definition:** Average number of pupils (students) per teacher at a specific level of education in a given school year.
- **Purpose:** To measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher for each level or type of education.
- **Calculation method:** Divide the total number of pupils enrolled at the specified level of education by the number of teachers at the same level.
- **Interpretation:** A high teacher pupil-ratio suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the pupil/teacher ratio, the lower the relative access of pupils to teachers. It is generally assumed that a low pupil-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the pupils.
- **Limitations:** This indicator does not take into account factors which could affect the quality of teaching/learning, such as differences in teachers' qualifications, pedagogical training, experiences and status, teaching methods, teaching materials and variations in classroom conditions.
- **Source:** UNESCO Institute for Statistics ¹

Public Expenditure On A Specific Isced Level As a Percentage of Total Public Expenditure On Education

- **Definition:** Public expenditure for a given education level expressed as a percentage of total public expenditure on education.
- **Purpose:** To show the relative share of expenditure for a specific education level within overall public expenditure on education.
- **Calculation Method:** Divide public expenditure devoted to the given level of education by total public expenditure on all levels of education, and multiply the result by 100.
- **Interpretation:** A relatively high percentage denotes the priority given to that level in national educational policies and resource allocation. When interpreting this indicator, one should take into account the corresponding enrolment level, and then assess the relative current expenditure per pupil accordingly.
- **Limitations:** In some instances data on public expenditure on education refers only to the ministry of education, excluding other ministries that spend a part of their budget on educational activities at a given level of education.
- **Source:** UNESCO Institute for Statistics¹

Gender Parity Index (GPI)

- **Definition:** Ratio of female to male values of a given indicator.
- **Purpose:** The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society.
- **Calculation Method:** Divide the female value of a given indicator by that of the male.
- **Interpretation:** A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0% (e.g. repetition, dropout, illiteracy rates, etc). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.
- **Limitations:** The index does not show whether improvement or regression is due to the performance of one of the gender groups. Interpretation requires trend analysis of the underlying indicators.
- **Source:** UNESCO Institute for Statistics ¹

Human Development Index (HDI)

- **Definition:** The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living.⁶
- **Purpose:** The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI can also be used to question national policy choices, asking how two countries with the same level of GNI per capita can end up with different human development outcomes. These contrasts can stimulate debate about government policy priorities.⁷
- **Calculation Method:** The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.

The health dimension is assessed by life expectancy at birth component of the HDI is calculated using a minimum value of 20 years and maximum value of 85 years. The education component of the HDI is measured by mean of years of schooling for adults aged 25 years and expected years of schooling for children of school entering age. Mean years of schooling is estimated by UNESCO Institute for Statistics based

6 <http://hdr.undp.org/en/content/human-development-index-hdi>

7 <http://hdr.undp.org/en/content/human-development-index-hdi>

on educational attainment data from censuses and surveys available in its database. Expected years of schooling estimates are based on enrolment by age at all levels of education. This indicator is produced by UNESCO Institute for Statistics. Expected years of schooling is capped at 18 years. The indicators are normalized using a minimum value of zero and maximum aspirational values of 15 and 18 years respectively. The two indices are combined into an education index using arithmetic mean.

The standard of living dimension is measured by gross national income per capita. The goalpost for minimum income is \$100 (PPP) and the maximum is \$75,000 (PPP). The minimum value for GNI per capita, set at \$100, is justified by the considerable amount of unmeasured subsistence and nonmarket production in economies close to the minimum that is not captured in the official data. The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using geometric mean.⁸

- **Interpretation:** HDI should be primarily used as a substitute measure for the more common use of per capita economic performance metrics to measure comparative levels of 'development' across countries. There is a strong statistical correlation between HDI and income metrics, but the outliers show where this instrument is most useful. At nearly the top are oil-rich countries which include Brunei Darrussalem, which have high HDI but are still out-performed by countries with lower income, like New Zealand. At the other end, countries like Belize, Tonga, and Sri Lanka perform better than their per capita income would suggest.
- **Limitations:** The HDI does not reflect on inequalities, poverty, human security, empowerment, etc. A fuller picture of a country's level of human development requires analysis of other indicators and information presented in the statistical annex of the report.
- **Source:** United Nations Development Programme (UNDP)

Southern And Eastern Africa Consortium For Monitoring Educational Quality (SAQMEQ)

- **Definition:** The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is an international non-profit developmental organisation with a membership consisting of 15 Ministries of Education located in Southern and Eastern Africa.
- **Purpose:** To offer internationally comparable mathematics and science performativity metrics. In this report, international learning assessments are used to show the proportion on highest and lower performing students (as an inequality metric) rather than a national average (a quality metric).
- **Calculation method:** SAQMEQ measures reading at seven levels: pre-reading, emergent reading, basic reading, reading for meaning, interpretive reading, inferential reading, analytical reading, and critical reading. It also measures

8 <http://hdr.undp.org/en/content/human-development-index-hdi>

mathematics at seven levels: pre-numeracy, emergent numeracy, basic numeracy, beginning numeracy, competent numeracy, mathematically skilled, and concrete problem solving. SACMEQ's conception of monitoring and evaluating the quality of education is influenced by an attempt to have a holistic approach to quality that takes into account the linkages between inputs, processes, and outcomes of education. This entails the collection of policy relevant data about school contexts (size, location, type, and resources), and the characteristics of learners (age, gender, school attendance and home background), teachers (age, gender, qualifications, teaching practices, classroom, resources, behaviour and perceptions), schoolheads (age, gender, management training, and experience) – in addition to assessment of learning outcomes in reading literacy, mathematics, and knowledge about HIV and AIDS.

- **Interpretation:** A high percentage reflects the need to devote a large share of public funding to maintain operations of the education system as well as current and projected changes in enrolment, salary levels of personnel and other operational costs. The difference between this percentage and 100 reflects the proportion of public expenditure on education devoted to capital expenditure.
- **Limitations:** Deviations from ideal situations due to such complexities result in limitations in interpretability of data that may not be obvious to data users. For example, for assessments that are intended to provide information to guide schooling and learning in schools, grade-focused target population is indeed appropriate as the target population. However, in SACMEQ, this sampling results in country data that have very different pupil age distributions which have implications on interpretation of cross-country results. Another difference across countries is their exclusion rules of pupils.⁹
- **Source:** The Southern and Eastern Africa Consortium for Monitoring Educational Quality

School Aged Population

- **Definition:** Ratio of children at enrolment age to total population
- **Purpose:** School-aged population gives offers a sense of the different demographics across countries. Some populations, particularly in Africa, are very young while others are aging.
- **Calculation Method:** Divide the population of compulsory school-aged children by the total population of the country.
- **Limitations:** The number of years of compulsory education differ between countries.
- **Source:** In-house calculation using World Bank population numbers and UNESCO Institute for Statistics Population of Compulsory School Age numbers.

9 <http://unesdoc.unesco.org/images/0016/001626/162675E.pdf>

Trends in International Mathematics and Science Study and Progress in International Reading Literacy Study (TIMSS & PIRLS)

- **Definition:** A measurement in trends in mathematics and science achievement at the fourth and eighth grades.¹⁰
- **Purpose:** To offer internationally comparable mathematics and science performativity metrics. In this report, international learning assessments are used to show the proportion on highest and lower performing students (as an inequality metric) rather than a national average (a quality metric).
- **Calculation Method:** In the most recent administration of TIMSS (2011), more than 60 countries and other education systems, including the United States, participated in TIMSS at grade 4 and 8. More than 20,000 students in more than 1,000 schools across the United States took the assessment in spring 2011, joining almost 500,000 other students around the world who also took part in TIMSS.¹¹
- **Limitations:** Cross-section design makes causal inference of education policies difficult¹²
- **Source:** TIMSS and PIRLS International Study Center

Youth Literacy Rate

- **Definition:** The number of persons aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.
- **Purpose:** To reflect recent outcomes of the basic education process. It is a summary measure of the effectiveness of the education system.
- **Calculation Method:** Divide the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.
- **Interpretation:** A high literacy rate among the 15- to 24-year-olds suggests a high level of participation and retention in primary education, and its effectiveness in imparting the basic skills of reading and writing. Because persons belonging to this age group are entering adult life, monitoring their literacy levels is important with respect to national human resources policies, as well as for tracking and forecasting progress in adult literacy.
- **Limitations:** It has been observed that some countries apply definitions and criteria

10 <http://goo.gl/1lbiU6>

11 <http://nces.ed.gov/timss/>

12 Ludwig, 2006: <http://goo.gl/fcL6uY>

for literacy which are different from the international standards defined above, or equate persons with no schooling to illiterates, or change definitions between censuses. Practices for identifying literates and illiterates during actual census enumeration may also vary, as well as errors in literacy self-declaration can affect the reliability of the statistics.

- **Source:** UNESCO Institute for Statistics¹

Youth Unemployment

- **Definition:** Youth unemployment as a percentage of the youth labour force
- **Purpose:** Young men and women today face increasing uncertainty in their hopes of undergoing a satisfactory entry to the labour market, and this uncertainty and disillusionment can, in turn, have damaging effects on individuals, communities, economies and society at large. Unemployed or underemployed youth are less able to contribute effectively to national development and have fewer opportunities to exercise their rights as citizens. They have less to spend as consumers, less to invest as savers and often have no “voice” to bring about change in their lives and communities. In certain cases, this results in social unrest and a rejecting of the existing socio-economic system by young people. Widespread youth unemployment and underemployment also prevents companies and countries from innovating and developing competitive advantages based on human capital investment, thus undermining future prospects.
- **Calculation Method:** Young people are defined as persons aged 15 to 24; young adults are those aged 25 to 29; and adults are those aged 30 and above. However, countries vary somewhat in their operational definitions. In particular, the lower age limit for young people is usually determined by the minimum age for leaving school, where this exists
- **Interpretation:** A high literacy rate among the 15- to 24-year-olds suggests a high level of participation and retention in primary education, and its effectiveness in imparting the basic skills of reading and writing. Because persons belonging to this age group are entering adult life, monitoring their literacy levels is important with respect to national human resources policies, as well as for tracking and forecasting progress in adult literacy.
- **Limitations:** One major limitation to comparability relates to the source used in deriving unemployment rates. The main difficulty with using population censuses as the source is that, owing to their cost, they are not undertaken frequently and the information on unemployment is unlikely to be up to date. In addition, sources other than labour force surveys often do not include probing questions related to employment and therefore may not produce a comparable estimate of employment across different groups of workers. On occasion, unemployment information is based on official estimates. Again, these are unlikely to be comparable and are typically based on a combination of administrative records and other sources. In any event, users should be aware of the primary source and take this into account when comparing data across time or across countries.

An additional point should be made regarding the definition of unemployment. For some countries – see, for example, Trinidad and Tobago – the unemployment figures exclude those who have not been previously employed (i.e. excluding first time job seekers). This definition will tend to lower the level of reported youth unemployment. Although less important than other factors, differences in the age groups utilized should also be mentioned as the age limits applied for both youth and adults may vary across countries. In general, where a minimum school-leaving age exists, the lower age limit of youth will usually correspond to that age. This means that the lower age limit often varies between 10 and 16 years, according to the institutional arrangements in the country. This should not greatly affect most of the youth unemployment measures. However, the size of the age group may influence the measure of the young unemployed as a percentage of total unemployment. Other things being equal, the larger the age group the greater will be this percentage.

In a few cases there is a larger discrepancy in the lower and upper age limits applied. There are also differences in the operational definition of adults. In general, adults are defined as all individuals above the age of 25, but some countries apply an upper age limit. Reference periods of the information reported might also vary across countries. Because there will be a substantial group of school-leavers (either permanently or for the extended holiday break) in the reported figures, the level of youth unemployment is likely to vary significantly over the year as a result of different school opening and closing dates. Most of the information reported relates to annual averages. In other cases, however, the figures relate to a specific month of the year (as is the case with census data). The implications of the particular month chosen will vary across countries, owing to differences in institutional arrangements.¹³

- **Source:** International Labour Organization

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Education in the Commonwealth

Quality Education for Equitable Development

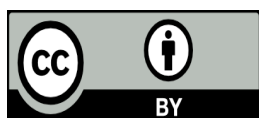
Trey Menefee and Mark Bray

Report Commissioned for the 19th Conference of Commonwealth Education Ministers (CCEM) in The Bahamas, 22-26 June 2015, based around the theme “Quality Education for Equitable Development: Performance, Paths and Productivity.”

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Acronyms and Abbreviations

ANER	Adjusted Net Enrolment Rate
CCEM	Conference of Commonwealth Education Ministers
ECCE	Early Childhood Care and Education
ECI	Economic Complexity Index
EFA	Education for All
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GNI	Gross National Income
GPI	Gender Parity Index
HDI	Human Development Index
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
LMTF	Learning Metrics Task Force
MDG	Millennium Development Goal
NER	Net Enrolment Rate
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SLE	School Life Expectancy
SSA	Sub-Saharan Africa
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDP	UN Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
WCEFA	World Conference on Education for All
WEF	World Education Forum

Foreword

This report, prepared for the 19th Conference of Commonwealth Education Ministers (CCEM) in The Bahamas, is appearing at a crucial moment in history. The CCEM operates on a three-year cycle, with the 18th conference having been held in Mauritius in 2012. The organisers of the conference in The Bahamas decided to hold the event in June 2015, one month after the World Education Forum in Incheon, Republic of Korea, and three months before the United Nations' conference on the Sustainable Development Goals (SDGs) to be held in New York, USA.

The World Education Forum, convened by UNESCO in conjunction with six co-convening agencies, is a sequel to the World Education Forum held in Dakar, Senegal, in 2000. That event revisited the Education for All (EFA) agenda that had been set in Jomtien, Thailand, in 1990, and established six major goals with a target date of 2015. These goals were dovetailed with the Millennium Development Goals (MDGs) set by the United Nations in 2000, which also had a target date of 2015 and which will be revisited in the SDGs conference in New York.

The Commonwealth has been firmly committed to the EFA goals and the associated MDGs. The 16th CCEM held in 2006 in Cape Town, South Africa, directed to the Secretariat to provide regular reports of Commonwealth progress towards the goals and to give priority to member countries at risk of not meeting them. The 17th CCEM held in 2009 in Kuala Lumpur, Malaysia, was explicitly focused on the goals, as was the 18th CCEM held in 2012 in Mauritius. The 19th CCEM in The Bahamas was designed to carry forward the decisions made at the World Education Forum the previous month, and to prepare the way for the conference on SDGs in September 2015. The 19th CCEM will also look ahead to implementation of the goals with the target date of 2030.

With these matters in mind, the theme of the CCEM in The Bahamas was set as 'Quality Education for Equitable Development: Performance, Paths and Productivity'. This report, prepared by Trey Menefee and Mark Bray at the request of the Commonwealth Secretariat, shows that the theme is truly relevant to all Commonwealth countries – rich and poor, large and small. All countries face challenges of quality and equity, albeit defined in different ways to fit different cultures and stages of development.

The report has two main parts. It commences with an analytical section of eleven chapters that explains the statistical indicators and the themes to which they apply. Most of these statistics are grouped by geographic area and by status on the Human Development Index (HDI) devised by the United Nations Development Programme (UNDP). Then the report turns to individual country 'report cards' on a set of indicators.

In its evaluation of progress on the EFA goals since 2000, the report shows many accomplishments especially in primary school enrolments, in access to schooling by girls, and in early childhood education and care. At the same time, the report notes gaps in each domain. Progress was probably greater than it would have been in the absence of the goals, but the world, including the Commonwealth, cannot afford to be complacent. As the international community looks ahead to the new targets for 2030, it must be aware that many earlier promises remain unfulfilled. This situation demands continuing effort to achieve the earlier goals as well as to meet the new targets.

In years to come, patterns in 2015 will be seen as a benchmark for monitoring progress in the same way that 2000 was a benchmark and, before it, 1990. This report is thus valuable both for taking stock and for looking forward. I commend the report to you as essential reading not just for the CCEM in The Bahamas but also for future endeavours.

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Introduction

1

The Contextual and Conceptual Framework

When the organisers of the 19th CCEM decided on June 2015 for the event, they were aware that it would be held at a significant historical juncture. The international community concerned with education had already agreed to convene in Incheon, Republic of Korea, the month before (i.e. May 2015) to review the Education for All (EFA) objectives and to determine the next steps. In addition, the broader international community had agreed to convene in New York, USA, three months later (i.e. September 2015) to review the Millennium Development Goals (MDGs) and to determine the next steps. Since the EFA targets and the MDGs are interlinked, the decision to convene the Commonwealth Ministers in June 2015 provided a significant moment of articulation between them.

To understand these matters more fully, the following paragraphs set out the history of the EFA objectives and the MDGs. The commentary will also note proposals from the international community for revision of goals from 2015 onwards.

The EFA Objectives and their Successors

The EFA objectives were first set in 1990 in Jomtien, Thailand. At the World Conference on Education for All (WCEFA), delegations from 155 countries were joined by 125 nongovernmental organisations and institutes and 33 intergovernmental bodies (WCEFA 1990a).

The Declaration from the 1990 Conference identified “an expanded vision and a renewed commitment” (WCEFA 1990b: Article 2). This vision encompassed:

- universalising access and promoting equity,
- focusing on learning,
- broadening the means and scope of basic education,
- enhancing the environment for learning, and
- strengthening partnership.

Governments were invited to set their own targets during the following decade for: expanded early childhood care and developmental activities; universal primary education; improved learning achievement; reduced adult illiteracy; expanded training for youth and adults; and increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development (WCEFA

1990a: 53). The greatest prominence was given to the second of these, of which the wording in full form was “universal access to, and completion of, primary education (or whatever higher level is considered as ‘basic’) by the year 2000”.

A decade later, the follow-up World Education Forum (WEF) was convened in Dakar, Senegal. Again the 164 national delegations included most Commonwealth countries and were accompanied by representatives of international bodies including the Commonwealth Secretariat (WEF 2000). The event recorded significant progress in some domains but shortfalls in others. Delegates renewed commitment to the EFA ideal, and identified six specific goals (Box 1). Three of the goals set a target date of 2015, with Goal 5 having an additional target date of 2005.

To monitor progress towards the goals, UNESCO has produced annual or biennial EFA Global Monitoring Reports. Each report has had a statistical appendix, in addition to which the main text has focused on a particular theme as follows:

- 2002: Education for All – Is the World on Track?
- 2003/04: Gender and Education for All
- 2005: The Quality Imperative
- 2006: Literacy for Life
- 2007: Early Childhood Care and Education
- 2008: Education for All by 2015 – Will we Make It?
- 2009: Overcoming Inequality – Why Governance Matters
- 2010: Reaching the Marginalized
- 2011: The Hidden Crisis – Armed Conflict and Education
- 2012: Youth and Skills – Putting Education to Work
- 2013/14: Teaching and Learning – Achieving Quality for All
- 2015: Education for All 2000-2015: Achievements and Challenges.

The 2013/14 report noted that considerable achievements had been made since 2000, but that major gaps remained (UNESCO 2014a: 40). Looking ahead to 2015, universal primary enrolment (Goal 2) was expected to be reached by just over half of the world's countries; yet in one out of eight countries, fewer than 80% of primary-school-aged children would be enrolled. The world would be closer to ensuring that equal numbers of girls and boys were enrolled in primary education, with seven out of 10 countries expected to reach the target. At the lower secondary level, however, gender parity (Goal 5) was expected to have been achieved by fewer than six out of 10 countries – and in any case the target year for this goal was 2005. Some countries had made rapid progress in adult literacy (Goal 4), but in other countries the rate of improvement had not kept up with population growth. The report added that other goals set in 2000 had been difficult to monitor because they lacked clear targets. The report rightly noted (p.41) that it was “vital to put in place a robust global post-2015 education framework to tackle unfinished business while

Education For All Goals Set in Dakar (2000)

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete, free and compulsory primary education of good quality

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Goal 5: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

addressing new challenges”.

During the years leading up to the Incheon meeting in May 2015, extensive consultation was undertaken to identify new targets and strategies. UNESCO played the lead role, and the Commonwealth Secretariat was among the many contributors. Views were sought not only from governments but also from international agencies and civil society.

Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Target: Ensure that all boys and girls complete primary school.

Goal 3: Promote gender equality and empower women

Target: Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a Global Partnership for Development

The last global meeting immediately prior to the Incheon meeting was held in Muscat, Oman, in May 2014. The Muscat Agreement (UNESCO 2014b) gave a signal of what could be expected in Incheon the following year, though left the door open for negotiations on both the wording and the numbers. Subsequent regional meetings for Asia and the Pacific (August 2014), Latin America and the Caribbean (October 2014), the Arab Region (January 2015), Africa (February 2015) and Europe and North America (February 2015) echoed the objective of ensuring equitable and inclusive quality education and lifelong learning for all.

The fact that these discussions gave clear emphasis to quality as well as quantity is significant. A growing lobby felt that the EFA targets had led to dilution of quality, and that even when children were nominally enrolled their actual learning was sometimes alarmingly weak. As such, the theme of the 19th CCEM on quality education for equitable development resonates closely with the architects of the revised EFA agenda.

The MDGs and their Successors

The eight MDGs were set at the turn of the Millennium, emerging from a United Nations General Assembly meeting in September 2000. Among the eight goals, the most pertinent to the education sector are MDGs 2 and 3. Specific targets were developed for each goal, and the box indicates the targets for MDGs 2 and 3. As with the EFA objectives, the target year to achieve the MDGs was 2015.

Comparison of the MDGs and EFA goals (Boxes 1 and 3) shows complementarities and overlaps. MDG2 matches EFA Goal 2, though does not mention quality of compulsory and free primary education. MDG3 dovetails with EFA Goal 5, though again without mention of quality. Overall, the EFA goals are broader than the MDGs.

Just as UNESCO has published regular EFA Global Monitoring Reports, the United Nations has published regular reports on the MDGs (e.g. United Nations 2006, 2014a). As with the EFA agenda, the reports show significant progress, especially in reduction of extreme poverty, the fight against malaria and tuberculosis, access to drinking water, gender disparities in primary education, and the political participation of women (United Nations 2014a: 4).

However, the reports also show shortfalls and the need for a renewed agenda in 2015. This has been the focus of extensive consultations with governments, international agencies and civil society.

In a related process, the United Nations has considered issues of sustainability. Consideration of these matters was given much momentum by a meeting known as “Rio+20”, held in Rio de Janeiro, Brazil, in 2012 and recalling a previous meeting in the same city in 1992. In 2013, the United Nations General Assembly set up a 30-member Open Working Group to take considerations further. The Open Working Group duly did so, and proposed that the stream of thinking on the MDGs should merge with that on the SDGs, i.e. Sustainable Development Goals (United Nations 2014b). In August 2014 the Open Working Group proposed 17 goals with 169 targets. In numerical terms, therefore, the proposed SDGs were a considerable expansion on the MDGs. The Open Working Group made the proposals in order to set an agenda for further discussion and then decision-making in September 2015.

Among the 17 proposed SDGs, Goal 4 was explicitly concerned with education. As expressed by the Open Working Group (2014: 10), the goal was to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Within this goal, seven main targets plus three further targets were specified among which clear overlap was apparent with the EFA goals proposed by the Muscat Agreement. In addition, it was arguable that the education sector contributed to most other goals; and indeed education was explicitly mentioned six times among the targets for the remaining 16 goals.

Commonwealth Perspectives

The majority of Commonwealth countries were represented at the EFA meetings in both Jomtien (1990) and Dakar (2000), and the Commonwealth Secretariat was among the international organisations represented at both events. Similarly, the majority of Commonwealth countries were represented at the United Nations meeting in New York which led to the MDGs (2000). As such, Commonwealth members have been active contributors to the global picture.

In addition, Commonwealth countries have participated in many allied consultations, including those on the new goals for the post-2015 period. Further, goals have featured prominently in earlier meetings of Commonwealth Ministers. Thus the theme of the 17th CCEM in Malaysia (2009) was “Towards and Beyond Global Goals and Targets”, and the theme of the 18th CCEM in Mauritius (2012) was “Bridging the Gap as we Accelerate Towards Achieving the Internationally Agreed Goals”.

At the 18th CCEM in Mauritius, moreover, Ministers established a Working Group to develop recommendations for the post-2015 agenda for education (Commonwealth Secretariat 2012a, 2012b). The Working group proposed that three principal goals be contained in the framework in a similar place to the current MDGs, namely:

- Goal 1: Every child completes a full cycle of a minimum of nine years of continuous, free basic education and demonstrated learning achievement consistent with national standards;
- Goal 2: Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods;
- Goal 3: Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group.

The group then proposed six more detailed, technical and subordinate goals in a similar place to the current EFA objectives (Box 5); and it proposed as cross-cutting themes education in emergencies, migration, gender, and education for sustainable development.

Elaborating on the nature of these recommendations, Penson (2013), who at the time was a member of the Commonwealth Secretariat staff, pointed out that the core goals could be summarised in terms of access, quality and equity. Concerning access, he pointed out: “Although the opportunity to revise and revitalise the global development agenda is exciting, we must not forget that the original MDGs and EFA goals are unfinished business.... Access – with learning – remains a primary concern and is encapsulated in Principal Goal 1.”

Secondly, concerning quality, Penson (2013) observed that: “Learning is rightfully being focussed on in the debates about the post-2015 framework. This is partly because of the problem of children being in school but failing to become proficient in basic skills, and partly due to access having previously been prioritised due to the phrasing of the current MDGs.”

Thirdly, concerning equity, the Commonwealth Ministers were keen to ensure that the goals were applicable to all countries rather than just low-income ones. As Penson noted: “There is no country, developed or developing, which does not need to attend to issues with access, quality, and – particularly – equity. The connections between disadvantage and lack of fulfilment of individual potential – and therefore a nation’s potential – are clear.”

In summary, the theme of the 19th CCEM fits excellently with the original EFA objectives and their proposed successors, and with the original MDGs and their successors. Insofar

The Six Sub-Goals Proposed by the Commonwealth Working Group

1. Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D [early childhood education/development] and pre-school below age six years
2. Universalise an ‘expanded vision of access’ to a full cycle of a minimum of nine years of continuous basic education
3. Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship
4. Eliminate illiteracy and innumeracy amongst those under 50 years old. Provide education opportunities for young people and adults who have not successfully completed nine years of basic education
5. Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal opportunities and reduce gaps in measured outcomes
6. Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households

as the Commonwealth states form a significant proportion of the total United Nations membership, the overlap of discussions and harmony of objectives provides valuable synergies. Moreover, the Commonwealth has taken a significant lead in proposing future directions not only for its own member states but also more widely. The timing of the CCEM a month after the May 2015 EFA meeting in Incheon and three months before the September SDG meeting in New York, allows the CCEM to operate as a valuable bridge to carry forward the discussions in Incheon and to prepare for the discussions in New York.

Quality and Equity in Education

The next pair of questions for the CCEM theme on Quality Education for Equitable Development concerns the meanings first of quality and second of equity. Although the words are in common daily use, both quality and equity may be difficult to conceptualise. This can lead to ambiguities, with different actors holding different implicit meanings and therefore working towards different objectives. The following pair of sections outlines some of the possible meanings, and indicating the basis on which the report cards have been prepared.

Conceptualising Quality

The background paper for the Commonwealth Ministerial Working Group on the Post-2015 Development Framework for Education (Commonwealth Secretariat 2012a: 33) rightly noted that quality of education is a “contested and dynamic concept”. The document added that it:

has evolved from a focus on inputs (qualification of teachers, teacher-pupil ratio, textbook-pupil ratio etc.) to the teaching and learning process itself (i.e., the way inputs are used) and the results obtained (the learning outcomes).

One major reason for this evolution in focus has been growing awareness that the advances towards universal primary education had achieved numerical successes but in some settings at the expense of quality. UNESCO (2014a: 209) reported on assessments in 41 low and lower-middle income countries which found that after five or six years in primary schools about 20 million children were still not able to read all or part of a sentence. Thus, universal primary education may in some respects be a hollow achievement.

At the same time, in the EFA context overall assessments must embrace the zero quality of schooling received by children who are not in school at all. In other words, the concept should not be restricted to those who are currently receiving schooling or some other organised form of education. A country having a low enrolment rate would not be considered to have a high-quality education system even if the institutions that the enrolled children attend are of high quality.

In this respect, it is useful to recall the Zones of Vulnerability and the “various spaces where children are included, excluded or at risk” identified by Lewin (2008: 48) and noted in the report for the 18th CCEM (Menefee & Bray 2012: 19). Illustration 1 presents these zones in diagrammatic form. First are children who never enrol in school, perhaps because of extreme poverty and/or because they live in areas of low population density

that are not adequately served by schools. Second are children who drop out with incomplete primary schooling below the formal age of employment. Third are children who are enrolled in schools but who do not learn sufficiently to gain basic skills or advance to the next level. Such children may be “silently excluded” by the system, and are at risk of dropping out. Fourth are children who do reach the end of primary schooling, but who do not proceed to secondary education. The fifth and sixth zones mirror at the secondary level the second and third zones at the primary level, i.e. students who drop out with incomplete secondary education, and students who are enrolled but who do not learn sufficiently to gain the basic skills. By taking a comprehensive view of the total population, Lewin’s diagram stresses that quality concerns out-of-school children as well as in-school ones.

Beyond these basic points are challenges in determining the precise ingredients and measures of quality in schooling around the world. EFA Goal 6 (Box 1) concerned improvement of “all aspects of the quality of education and ensuring excellence for all”, but lacked quantifiable indicators and targets. Moreover, in some respects it was conceptually muddled. As noted in the Background Paper for the Commonwealth Ministerial Working Group (Commonwealth Secretariat 2012a: 13), “it is not clear how everyone can be excellent, unless one refines ‘excellence’ to mean ‘achievement of one’s potential’”. The Commonwealth Ministerial Working Group perhaps had more meaningful wording in its new proposed Goal 1, cited above, which referred to “demonstrated learning achievement consistent with national standards” (Commonwealth Secretariat 2012b).

The quality of education was also the focus of the third of UNESCO’s EFA Global Monitoring Reports (UNESCO 2004). Chapter 1 began (p.30) by noting evolution in UNESCO’s conceptualisation of quality, highlighting the Faure Report entitled *Learning to Be* (Faure 1972) and the Delors Report entitled *Learning: The Treasure Within* (Delors 1996). The latter expanded on the former with four pillars of which the last was ‘Learning to be’. The others were Learning to know; Learning to do; and Learning to live together. This conceptualisation has received wide appreciation (see e.g. Tawil & Cougoureux

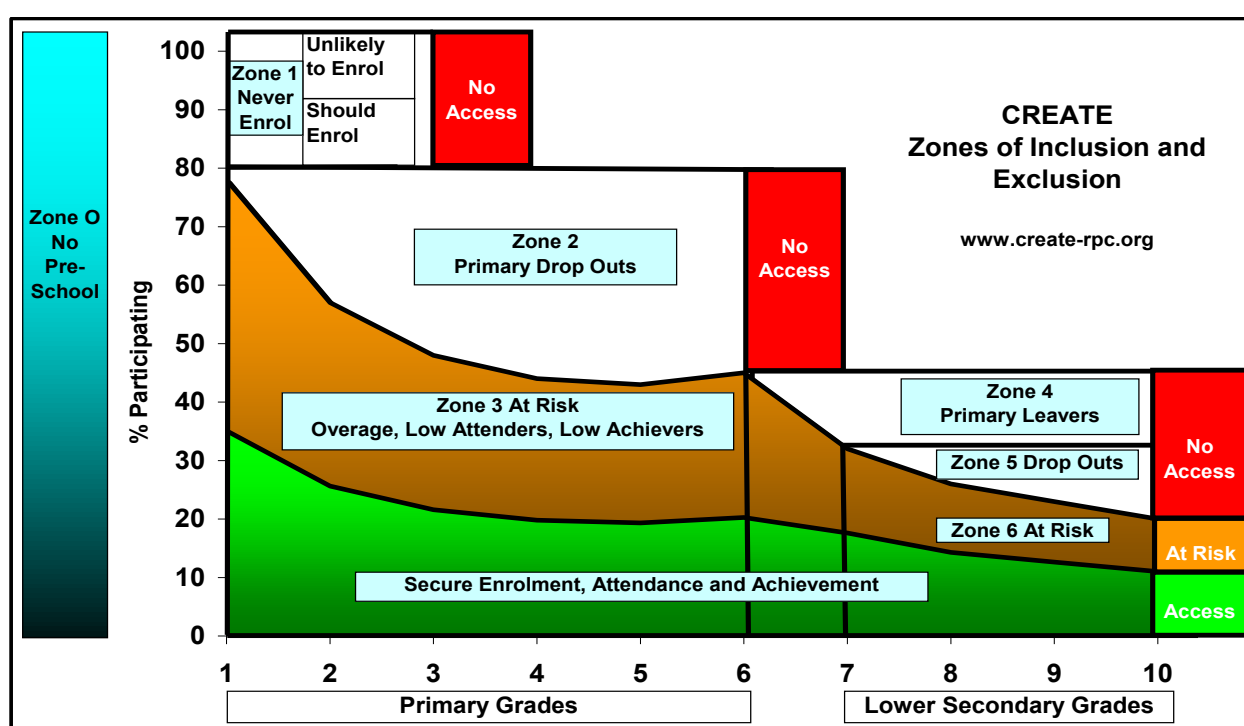


Illustration 1: Lewin's (2008) Zones of Exclusion

2013), though in practice Learning to know – commonly by examination scores and similar tests – has tended to be the dominant concept. The broader concepts may usefully be retained for attention in the context of the 19th CCEM discussions.

Conceptualising Equity

Underpinning the concept of equity are notions of fairness. Equity is not quite the same as (mathematical) equality. In some settings equality and equity are synonymous, but in other settings the notion of fairness would require unequal allocations of qualities or quantities of education to match the needs of the persons and groups being served. Thus, for example, children with special education needs may require extra resourcing compared with other children – and allocating to them equal amounts of resources would in practice be inequitable.

The Background Paper for the Commonwealth Ministerial Working Group (Commonwealth Secretariat 2012: 32) highlighted several dimensions of equity, including socio-economic status, gender, geography, ethnicity, sexual identity and special needs. However, it added (p.32):

Poverty remains the over-riding factor necessitating global development goals. Therefore, equity objectives should focus on narrowing the gap in learning outcome achievement related to household income, but should also include other disadvantaged or marginalised groups.

Later in the document (p.44), specific examples of policy interventions were provided:

If children are in school, but do not understand the language the teacher is speaking, or cannot see the chalkboard because of poor eyesight, or are bullied because of their gender or ethnicity, or are frequently absent as they care for relatives, or need to work to pay for items such as their school uniform, they are effectively excluded from the opportunities open to others in the same class. This means a renewed focus on ensuring relevant and appropriate education is offered to those who are currently at risk of exclusion, including: the poor; ethnic or linguistic minorities; refugees and asylum seekers; those with disabilities or special learning needs; children suffering from conflict trauma; those affected by health issues; and any other marginalised or disadvantaged community.

Particular themes mentioned by the report (p.31) also included the expansion of supplementary private tutoring. Such tutoring is commonly called shadow education because its content mimics that of the regular system: as the curriculum changes in the regular schools, so it changes in the shadow. As noted by the report (Commonwealth Secretariat 2012a: 31): “such ‘shadow education’ remains a problem, as some households still need to pay significant amounts for private tutorials”. Indeed shadow education has become a global phenomenon (Box 6) and therefore relevant in low-income and middle-income Commonwealth countries as well as in rich ones (see e.g. Bray 2009; Bray, Mazawi & Sultana 2013; Bray & Kwo 2013, 2014).

Data Challenges for Measurement and Monitoring

Among the many domains of quality and equity that deserve attention for measurement and monitoring, four are here given particular focus. Teaching and learning was the theme for the 2013/14 EFA Global Monitoring Report (UNESCO 2014a), and was central to the recommendations of the Commonwealth Ministerial Working Group on the post-2015 development framework (Commonwealth Secretariat 2012b). Shadow education, as noted above, has since 2000 emerged as a major issue for countries in all income groups; and specific population groups for which monitoring data are needed include socio-economic groups, males and females, people living in rural or urban areas, and people with special education needs.

Teachers and Teaching

Stressing that “quality must be made a strategic objective in education plans” (UNESCO 2014a: 217), the EFA Global Monitoring Report noted the need first to get enough teachers in classrooms and second to secure good quality teachers. It proposed a four-part strategy which would:

- attract the best teachers,
- improve teacher education so that all children can learn,
- get teachers where they are most needed, and
- provide incentives to retain the best teachers.

The recommendations of the report included focus on data (p.304):

To achieve good quality education for all, it is crucial to know how many trained teachers each country has and how many additional teachers are needed, but in many poor countries reliable information is often lacking.

Countries should invest in collecting and analysing annual data on the number of trained teachers available in different parts of the country, and by gender, language, ethnicity and disability, at all levels of education. These data should be complemented by information on the capacity of teacher education programmes, with an assessment of the competencies teachers are expected to acquire through the programmes.

The report might have added that few administrators – even at the school level, let alone at district, provincial and national levels – have information on precisely how teachers teach after graduation from the teacher education programmes. Such data, it must be admitted, are difficult to collect in even the most sophisticated education systems. In the meantime, the data in the present report are more focused on inputs than processes and other indicators of quality. Thus, they focus on national averages of teacher-student ratios and percentages of teachers who have received training (albeit not on consistent definitions across countries).

Learners and Learning

In connection with the qualities and outcomes of learning, it is again pertinent to note UNESCO's (2014a) report on assessments of learning in 41 low and lower-middle income countries. That is an example of research literature which is becoming increasingly available and which focuses on what children actually learn when they are in school. Headline messages from the report (pp.190-213) which drew on multiple studies in a wide range of contexts include:

- Learning deficits must be tackled early.
- Global disparities mask huge inequalities within countries.
- In African countries, children from richer households are more likely to achieve a minimum level of learning (and, by corollary, children from poorer households are less likely to achieve a minimum level).
- In the wealthier Indian state of Maharashtra, only 44% of rural children in grade 5 can perform a two-digit subtraction.
- Over 10% of grade 8 students in England performed below minimum learning levels in mathematics.
- In New Zealand, while almost all rich students achieved the minimum standards, only around two-thirds of poor students did so.
- Kenya has made great strides in the numbers reaching the end of primary school and in improving learning.
- In Malaysia, learning standards have declined over the decade.
- In north-west Nigeria, only 2% of poor young women can read.
- If policy-makers take action now to support good quality teaching, the next generation of children will face better prospects in learning.

Policy makers in 2015 do have much more extensive cross-national clearer data on learners and learning than was the case in 1990 when the EFA agenda was set and in 2000 when it was renewed. Nevertheless, these headline statements are mostly confined to cognitive achievement rather than learning for interpersonal relationships and other important domains. Moreover, underlying each of the statements are methodological debates about what data are collected and how, and about the ways in which the data should be interpreted. The current report refers to various cross-national assessments including those of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Programme for International Student Assessment (PISA) managed by the Organisation for Economic Co-operation and Development (OECD). These, however, are only 'snapshot' aggregated indicators, and must in all settings be complemented by other indicators about learners and learning.

Shadow Education

One reason why shadow education is difficult to measure is that the participants may be reticent. Thus:

- *Students* may not want their peers to know that they are receiving supplementary help, for fear that they will either be labelled as slow learners or purchasing unfair advantages over their peers.
- *Parents* may feel similarly, and thus may not want to talk about their children receiving shadow education.
- *Tutors* may not want to reveal the nature and extent of their activities, either because it is conducted on an unofficial basis (especially in the case of regular teachers who are 'moonlighting') or because they wish to avoid taxation and regulation (in the case of both informal providers and companies).

A second challenge for measurement and monitoring is that shadow education varies widely in intensity. Schools have standard timetables, and policy makers can assume that they adhere to these timetables for the standard number of days in the week and months in the year. Shadow education, by contrast, may vary in intensity during regular seasons, during vacations, and close to examinations; and the amount of shadow

education received by individual students varies widely according to their preferences and incomes.

A third challenge is that the nature of shadow education also varies widely. At one extreme is one-to-one instruction that is specially tailored to the student, and at the other extreme are classes with over a hundred students receiving instruction in a lecture mode. Further, face-to-face instruction may be contrasted with web-based instruction delivered over the internet perhaps across national boundaries.

Nevertheless, some indicators may be provided from studies with a range of foci and methods. Table 1 shows that in many Commonwealth countries has become a major phenomenon. The fact that in a significant number of countries no data are available emphasises that further data-collection is needed in this domain.

Implications for Equity of the Global Spread of Shadow Education

The shadow education system of private supplementary tutoring has become a global phenomenon. At the time of the 1990 Jomtien conference it did not have much visibility outside parts of East and South Asia. By the time of the 2000 Dakar conference it had expanded but was arguably less pressing than many other domains for policy attention. By 2015 shadow education can no longer be ignored.

Shadow education has major implications for equity, since prosperous families can acquire greater quantities and better qualities of shadow education and low-income families get left behind. It also has major implications for quality since teachers may assume that children receive supplementary tutoring and therefore make less effort during regular lessons. In the most problematic cases, teachers deliberately cut the content of regular lessons in order to promote demand for their private supplementary classes.

Table 1: The Scale of Shadow Education in Commonwealth Countries

Advanced Economy Commonwealth Countries

Australia	Dillon (2011) reported that parents were spending up to Aus\$6 billion a year on private tutoring, with the industry having grown by almost 40% over the previous five years.
Canada	Aurini and Davies (2013: 157) reported that 33% of parents had purchased supplementary education and that 21% of nine-year-old children had received some kind of private tutoring. The number of tutoring businesses in major cities had increased between 200% and 500% during the previous two decades. Eckler (2015) described tutoring as “the new normal.”
Cyprus	Data analysed by Lamprianou & Lamprianou (2013: 4) indicated that 80.5% of households with school-aged children were paying for private tutoring.

Malta	Statistics cited by Buhagiar and Chetcuti (2013: 136-137) indicated that up to 51.9% of primary students and up to 82.9% of secondary students were receiving private tutoring.
New Zealand	Walls' (2009: 207-216) research on mathematics learning found that private tutoring was common among her case-study students. Innes (2014: i) noted that "further 'shadow' industry activity, particularly in the guise of public-private partnerships (PPPs), is increasingly being spread into the state schooling sectors".
Singapore	A 2008 newspaper report stated that 97% of students polled at the primary, middle, and senior secondary levels were receiving tutoring (Toh 2008).
United Kingdom	In 2014, 23% of young people reported receiving private tutoring. There was a gap of 24 percentage points between the most and least affluent families (Sutton Trust, 2014).

African Commonwealth Countries

Botswana	SACMEQ data indicated that 5.9% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Cameroon	No data available
Ghana	A 2008 survey of 1,020 households found that 48% were paying additional fees for tutoring in primary education (Antonowicz et al. 2010: 21).
Kenya	SACMEQ data indicated that 46.3% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9). In 1999, repeated in 2008 and 2012, the Ministry banned holiday classes and private tutoring on school premises. However, the practice has remained widespread (Kilonzo 2014; Mercy & Dambson 2014; Mogaka 2014).
Lesotho	SACMEQ data indicated that 2.5% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Malawi	SACMEQ data indicated that 4.5% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Mauritius	SACMEQ data indicated that 74.6% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Mozambique	SACMEQ data indicated that 7.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Namibia	SACMEQ data indicated that 2.9% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Nigeria	Oyewusi & Orelade (2014) referred to a "private tutoring boom", indicating that both formal and informal tutoring were increasingly visible.
Rwanda	Private tutoring, also known as coaching, is common and imposes significant costs on some families. Interviewees in one study of primary schooling (Williams et al. 2015) indicated that some parts of the curriculum were <i>only</i> covered during coaching sessions.

Seychelles	SACMEQ data indicated that 11.6% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Sierra Leone	Kpaka & Wade (2009) surveyed parents of primary school children and found that a significant number paid for private tutoring. In some cases this was because of “the flimsy reason of the need to complete their syllabus in time” (p.32).
South Africa	SACMEQ data indicated that 4.0% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9). Coetzee (2008: 5) remarked that South Africa appeared to have received “a sudden deluge of supplementary tuition”.
Swaziland	SACMEQ data indicated that 1.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
Uganda	SACMEQ data indicated that 25.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).
United Republic of Tanzania	SACMEQ data indicated that 14.3% of Grade 6 pupils in Mainland Tanzania and 11.4% in Zanzibar were receiving paid tutoring in 2007 (Paviot 2010: 9).
Zambia	SACMEQ data indicated that 6.1% of Grade 6 pupils were receiving paid tutoring in 2007 (Paviot 2010: 9).

Asian Commonwealth Countries

Bangladesh	Nath (2011) reported on a survey that found 37.9% of primary students and 68.4% of secondary students receiving tutoring. At Grade 10, over 80% received tutoring.
Brunei Darussalam	A study of mathematics learning by 209 Primary 6 students found that 69% had received extra lessons, of which the majority was assumed to be from private tutors (Wong et al. 2007: 455).
India	Sujatha (2014: 3) reported on a survey of senior secondary students in four states: Andhra Pradesh, Kerala, Maharashtra, and Uttar Pradesh. In the sample, 58.8% of Grade 10 students were receiving tutoring. Data from a nationwide rural survey showed rates among children aged 6-14 ranging from 2.8% in Chhattisgarh to 73.9% in West Bengal (Pratham 2014: 73).
Malaysia	Kenayathulla (2013: 634) examined data from the 2004/05 household expenditure survey, and found that 20.1% of households indicated expenditures on private tutoring. Tan (2011: 105), having surveyed 1,600 students in eight schools in Selangor and Kuala Lumpur, found that 88.0% had received tutoring during their primary schooling.
Maldives	Nazeer (2006: 159) remarked that private tutoring “is very common”. All nine teachers in his qualitative research provided additional private lessons for their own students. Mariya (2012: 175) similarly remarked that private tutoring “is a tradition and a culture in the Maldives and is practiced on a large scale”.

Pakistan	A 2013 national survey found that in 13 urban centres 44.8% of Grade 1 students in private schools received supplementary private tutoring, with the proportion rising to 49.7% in Grade 10. In urban government schools, respective proportions were 19.5% and 31.1%. In rural private schools, proportions were 23.1% and 27.8%, and in rural government schools they were 3.1% and 11.2% (ASER-Pakistan 2014: 68, 77).
Sri Lanka	A survey reported by Suraweera (2011: 20) indicated that 92.4% of 2,578 students in Grade 10 and 98.0% of 884 students in Grade 12 were receiving tutoring.

Caribbean Commonwealth Countries

Antigua and Barbuda	Stewart and Tuitt (2014) note that in Antigua, as in Jamaica, “the heavy emphasis of an examination-driven school system drives the demand for extra lessons.”
Barbados	No data available
The Bahamas	No data available
Belize	While statistics are not available, press coverage (e.g. <i>The Reporter</i> 2012) indicates that shadow education is a visible phenomenon, especially in urban areas.
Dominica	No data available
Grenada	No data available
Guyana	A 2008 Ministerial directive prohibited tutoring (‘extra lessons’) on a supplementary fee-paying basis on school premises, but as remarked in one newspaper (Mounter 2010), “extra lessons are deeply embedded in the educational system”.
Jamaica	A study of 1,654 Grade 11 students in 62 schools found that 90.3% received extra lessons in high school (Stewart 2013: 142).
Saint Kitts and Nevis	No data available
Saint Lucia	No data available
Saint Vincent and the Grenadines	No data available
Trinidad and Tobago	A sample of 801 children in primary schools found that 5.7% in Standard 1 received extra lessons. Proportions rose in subsequent grades to 7.4%, 25.4%, 68.4% and then 88.2% in Standard 5 (Barrow & Lochan 2012: 411).

Pacific Commonwealth Countries

Fiji	No data available
Kiribati	No data available

Nauru	No data available
Papua New Guinea	No data available
Samoa	No data available
Solomon Islands	No data available
Tonga	A 2014 workshop of school administrators made a ball-park estimate that 40% of senior secondary students received private tutoring.
Tuvalu	No data available
Vanuatu	No data available

2

Measurements and Monitoring

Metrics as Socio-Demographic Cartography

The cover of this report uses a map of The Bahamas drawn with watercolors by Joan Vinckeboons circa 1650. Vinckeboons lived in an age before satellites and airplanes had photographed and measured every inch of the earth. It was the job of the cartographer to take snapshots of other people's adventures and experiences, and to merge them with mathematics to construct a model of what the cartographer thought was the best approximation of accumulated knowledge.

Vinckeboons' cartography was chosen for the cover because the charts and numbers in this book bear a resemblance to this early cartography. Despite the hype around 'big data', there is still nothing in international education that resembles the satellites orbiting the world providing real-time geographic and meteorological data. International education data are published late, sometimes have questionable provenance, and often have major gaps. We are decades away from the capacity for accurate global quarterly reports on literacy, enrolments, parity indices, out-of-school youth, or learning metrics of the sort that exist in the economic domain.

Fragmentary data that are rarely more recent than 2012 are of limited value as a navigational tool for policy makers, planners, and analysts in 2015. In practice, this means that at the time of writing this 2015 Education in the Commonwealth volume, we are only seeing a statistical portrait of what education in the Commonwealth looked like during the 2012 Conference of Commonwealth Education Ministers (CCEM) in Mauritius. One can either choose to work within the constraints of what has been directly observed or, like Vinckeboons, make informed guesses about missing information to produce a more coherent work.

The following chapters employ informed guesses of sorts with statistical imputations. The report endeavours to synthesize scattered data into a reasonably complete picture. This process comes with a tradeoff. Vinckeboons got many things right and some things wrong. The Caribbean map on the cover of this book looks quite similar to modern maps; yet he also drew California as an island because to the south there was knowledge of the channel-like Gulf of California and to the north were hopes and rumours of a Northwestern Passage linking the Atlantic and the Pacific Oceans. A mixture of incomplete data and aspirational hopes can compromise cartography, both geographical and social.

What the Northern Passage was to Vinckeboons, the politics of universalization of basic education might be for this work. Extraordinary progress has been made; yet the picture is incomplete, and the political pressures to construct a narrative of progress are strong. There is a race to show that nearly every child is in a school, or at least that governments have achieved significant progress in that direction, which might prove to be something like an Island of California in this document.

Imputations and Moving the Clock Forward

Missing data present an extraordinary challenge for reports like this. Of primary concern is that the available data are mostly old. In the 2012 version of this book, we dealt with the data challenges by providing the most recent available statistics and a 2015 forecast. Since the dates of the most recent available statistics varied, comparisons were not always easy. In the present version we have removed the incomparable numbers (the most recent data, based on different years) in order to focus on estimates for a single year, i.e. 2015.

These estimates are on statistically firmer ground than our 2015 forecasts in 2011, which were based on data that stopped at 2009. This means that those 2015 forecasts were longer-term estimates, looking six or more years ahead. Statistically, making 2015 'forecasts' in 2014 is easier because we are using more data to construct a number projected only three years into the future (because we are commonly working with 2012 data).

These linear regressions are impossible, however, in contexts where there are no data or only a single unit of data. The slope of a linear regression requires at least two points of data to construct. Many countries lack any data for certain education metrics. The problem of missing data are further complicated by the fact that some numbers are more reported than others. To provide examples of this difficult statistical landscape, we found in our global dataset that:

- 30% of countries had insufficient data on pre-primary net enrolment rates (NER).
- 15% of countries had insufficient data on pre-primary school-life expectancy (SLE).
- 66% of countries had insufficient data for the number of Grade 1 students with at least one year of pre-primary education.
- 22% of countries had insufficient data on primary adjusted net enrolment rates (ANER).
- 14% of countries had insufficient data on primary school-life expectancy (SLE).
- 50% of countries had insufficient data for percentage of trained teachers in primary schooling.
- 32% and 33% of countries had insufficient data for lower and upper secondary adjusted net enrolment rates (ANER).

What, then, can be said of countries missing data? We make two assumptions for this report: that other educational data are insightful and that non-educational socio-economic data have predictive powers. In the first instance, assume a scenario in which we have primary ANER data, and lower secondary ANER data, but no pre-primary or upper secondary data. We could be almost certain, for instance, that a country with a primary ANER of 98% likely has a comparatively large pre-primary schooling sector. The numbers do not stand in isolation. Larger primary enrolments indicate larger pre-primary and secondary enrolments.

In the second instance, we assume that socioeconomic and demographic data are at least partially deterministic of educational development performance. Small, rich countries should have ‘better’ education numbers than large, poor countries. Birth rates make universalization either easier or more difficult. We see these patterns throughout the next chapter, where we examine data by Human Development Level groupings of countries. We used a global dataset to produce all of our numbers. This approach has produced an extraordinary volume of data. Because the data are spread over multiple files it is difficult even to calculate how many numbers were mobilized for this report. It is to be counted in the hundreds of thousands. The volume of data, and the density of the algorithms we used to construct it, led to software stability issues that delayed the final production of this report.

More than one hundred statistics are presented on each of the Report Cards, producing a total of 5,300 units of data just for 2015 estimates. Most of these were constructed using more than a decade of data. Each longitudinal chart where all countries are accounted for is a visual representation of nearly 800 units of data (53 countries over 15 years). Constructing, storing, analyzing, and visualizing this data has been an extraordinary challenge. It also leaves room for errors: even 99.9% accuracy leaves room for dozens of mistakes.

Linear Regression

The most common method of imputation in this report is a bounded linear regression, expressed with the equation $a+bx$. The symbol ‘b’ represents the slope of the regression line, or how “steep” the line of best fit is with the indicator over time. It is a calculation of how fast an indicator such as net enrolment rate is falling or rising. The symbol ‘a’ represents the intercept point, here the year 2015 when both the internationally agreed EFA and MDG goals were supposed to have been reached. The symbol ‘x’ represents the variable being measured, such as adult literacy or net enrolment. A more complete equation is:

$$a = \bar{y} - b\bar{x} \qquad b = \frac{\sum(x-\bar{x})(y-\bar{y})}{\sum(x-\bar{x})^2}$$

Data going back to 1999 were used to construct the regressions. Working with this kind of mathematics can lead to the problem of run-away growth and collapse. Consider a country that reports an NER of 50% in 2003 and an NER of 65% in 2005 with no additional data. A linear regression would assume that the NER in Country X was 28% in 2000 and 140% in 2015. To control for this, we have included three bounded parameters. The first is that an imputation cannot fall outside the possible minimum and maximum variables for the specific metric. An NER cannot be above 100 or below 0: these are the ceiling and floor within which our equations must work. A second parameter is that no estimate can be above or below globally observed maximums and minimums for the metric. The third parameter is floor/ceiling combination based on observed data for the country itself. On the higher end, a ceiling is set such that imputations cannot exceed 50% of an observed maximum. On the lower end, we have set a floor that they cannot drop below half the observed minimum. The assumption behind these different thresholds for maximums and minimums is that, for most numbers, it is easier for a country to fall back than charge ahead.

Using the example of Country X, our model would show an NER of 98% in 2015 and 28% for 2000 - just above the floor of 25% (half the observed minimum value). Our model would show a very different number than the most recent available data. It captures the phenomenal speed of the example metric over two years, and assumes that it continued though within rational boundaries. At issue is that the 'real' 2015 number is unknown. Reporting the most recent number is no more precise, and almost certainly less accurate, than assuming that the observed trajectory continued. Our floors and ceilings are layered but simple. There is research potential for others wishing to refine our model.

Multivariate Imputation

To provide something, rather than nothing, we used the multiple imputation function in SPSS, a common statistical software program when countries have less than two datum. SPSS uses a five step Markov Chain Monte Carlo (MCMC) algorithm for data reconstruction. This algorithm works by finding correlations between variables, providing a range of guesses, and offering the ones that statistically 'fit'. We included many variables that might not actually have correlation with the understanding that the algorithm would find this and account accordingly.

Where possible, we have added the 2015 imputations to countries that have only one data point. This allows us to construct a linear regression, which can then be used in the longitudinal average charts deployed throughout this book. It should also be noted where imputations were not made: learning data. The lack of data in this growing field of research leads us to not speculate, but instead rely only on scores that have been recorded.

Some key elements of our imputations were that:

- Imputations were constructed based on 'moved clock' 2015 estimates.
- Observed global maximums and minimums were added as parameters
- Most recently available statistic was provided as an additional independent variable.
- Socio-economic variables were used as independent variables
- All education metrics were used as both dependent and independent variables
- Five sets of imputations were constructed, pooled, and averaged.

Our models and output were reviewed by statisticians, who were comfortable with the results. The models were also changed, for instance including the most recently available statistic, but very similar numbers were produced in different iterations. We are certain that more careful statistical modelling can be applied to reach the same results. We encourage others to build off this approach.

Ultimately, our working model is that an 'educated' guess can be made about specific metrics if it is placed in statistical context to known variables. For instance, we know enough about the socio-economic conditions of Singapore to have certainty that they likely have relatively high enrolments, low gender inequity, and a high percentage of trained teachers. The independent socio-economic variables were either taken directly from the institute that produces them or from the World Bank database.

The variables used in our model were as follows:

- Economic Complexity Index (ECI) Rank. ECI is a relatively new metric that boasts being the best predictive measurement of human capital available. Economic complexity is essentially a measurement of the degree of division of labor in a country, as measured by the type of products it exports. ECI rankings correlate very strongly with metrics like enrolment rates.
- Human Development Index (HDI) and HDI Change. We have elsewhere argued (Menefee and Bray 2012) for the usefulness of HDI as a measurement of overall development in countries. We included HDI changes as an indicator socio-economic movement in countries.
- Gross Domestic Product per capita (GDP p/c) and Gross National Income per capita (GNI p/c). These are standard metrics for economic development in countries.
- Gini coefficient. This is a standard metric for measuring inequality in societies, utilizing a statistical tool known as a Lorenz Curve. Its correlation with education metrics is not as strong as might be suspected, likely because some of the wealthiest countries in the world have the highest levels of inequality as measured by Gini coefficients. Gini inequality is a different sort of inequality than gender inequality.
- Urbanization. For many developing countries, there is a very strong correlation between urbanization and access. Rural education does not have the same economies of scale as urban education.
- Rural and urban poverty rates, and the ratio between them. The relationship between access and urbanization is mitigated by urban poverty. Likewise, high degrees of rural poverty make access difficult. The ratio between the two created an inequality metric that could capture access issues.
- Population, school-aged population, proportions, and birth rates. Here we captured the demographic trends many countries are facing. Very large states like India and Nigeria are facing different challenges than medium-sized countries, and small poor states have their own distinctive problems. Further, universalization and quality is made more difficult in countries that have both high birth rates and a large percentage of the population being school-aged. China has made extraordinary progress on educational development in part due to the controversial One Child Policy, which ensured that two parents devoted resources to only one child. As we show in the next chapter, many African Commonwealth countries have had the opposite problem: the education systems grew enormously, but they have had difficulty expanding as quickly as the youth population did.

Units of Analysis

A complete list of the indicators used can be found in the *Glossary of Metrics* (page 268) in the back of this book. In this glossary, we provide definitions, purposes, calculation methods, interpretation, and limitations. Nearly all of the data were taken from the UIS.

Enrolment

Discussion on the measurement of progress towards the internationally-agreed education goals should start with the premise that the ideas conveyed in the goals are easier to understand and agree on than they are to measure. We all might know what “provide free and compulsory education for all” means, but there are no easy ways to measure its progress as either a single measurement or even a dozen. All the statistical metrics used in this book are at best valuable proxy measurements.

EFA Goal 2, for instance, is to “provide free and compulsory primary education for all.” Three separate goals are packed inside this: that primary education be free, that primary education be compulsory, and that every child be given this free and compulsory primary education. In practice, “compulsory” and “free” education is commonly neither. In many instances, central governments pass laws declaring tuition to be free but do so as an unfunded mandate. i.e. the laws are passed without additional public funding to make up for the lost tuition fees. Schools then offset their financial loss through other means, such as book and uniform fees. Other barriers, like access to affordable transport to school, keep even more students out. Neither schools nor parents are punished for these missing children. Thus, simply checking whether or not laws and regulations demanding free and compulsory education exist is of questionable worth. Detailed national and sub-national level research to explore the actual costs of primary education is necessary to gain a full picture.

Because of these difficulties, most discourse focuses on the easier to measure “primary education for all” part of the sentence rather than the “free and compulsory.” However, even this wording is problematic. Measurement of progress towards the MDGs and EFA objectives is often done with simple enrolment rates. These indicators are the focus of MDG2 and EFA Goal 2, and underlie MDG3 and most of the other EFA Goals. But who are the “all” in EFA Goal 2? Are they “all” primary school-aged children, or also teenagers and pre-teens that were denied access earlier in life?

Monitoring reports commonly refer to both:

- Gross Enrolment Ratios (GERs): the total number of children enrolled in school as a proportion of the number of children in the relevant official age group, and
- Net Enrolment Rates (NERs): the number of children enrolled who are actually in the relevant official age group, i.e. excluding children who are younger or older.

To understand the difference between these two metrics, it is useful to think of a rural village with a new primary school where limited options existed before. The total number of primary school-aged children in this village is 100, which becomes the denominator for both the gross enrolment ratio and net enrolment rate. Were 120 children to begin taking courses in this school (i.e. enrol) the GER would be 120. This means that the metric only expects that 100 students should be there, but 120 are enrolled. We would assume that the additional students are over-age, either because of a lack of prior access or because they are repeating grades.

Were only half of those students in the new village primary school to be of official primary school age, which usually ranges from six to 12, the gross enrolment ratio would remain 120 but the net enrolment rate would be 60. It is worth noting that both net enrolment rates and gross enrolment ratios capture repeating students, which means that many among those 60 primary-aged students might be repeating grades. If grade repetitions increased, the net enrolment rate would also increase.

It is further worth noting that both gross enrolment ratios and net enrolment rates capture only the most basic measurement of participation. Neither capture attendance, for instance. An illustrative example is that Uganda’s net enrolment rate of 90.9% is less than Tanzania’s 98.0%, but that Uganda’s net attendance rate is 85.6% compared with Tanzania’s 80.6%. This is meant not to comparatively judge the performance of either Uganda or Tanzania, but to say that educational participation requires a more complex

analysis than enrolment statistics alone provide.

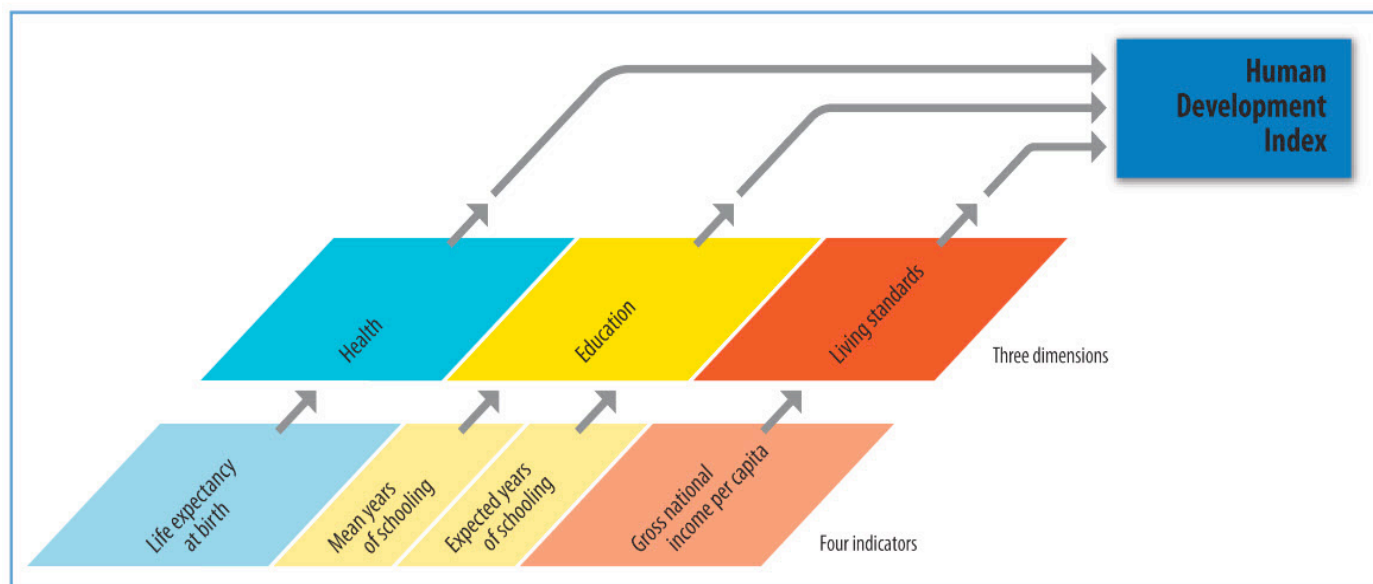
Gross enrolment ratios should be viewed in such a way that the closer to 100 a system is, the healthier it is. A system with a gross enrolment ratio below 100 has potential students not enrolled at the level of education being measured, while a system with a ratio over 100 has students enrolled who are not at the intended age. Thus, a high gross enrolment ratio can mask a low net enrolment rate measuring how many students are progressing through the system as intended.

These observations show that the tools available to measure an idea like “education for all” seem to cast nets either too widely or too narrowly. Either they count students who arguably should not be counted, or they ignore them to focus exclusively on whether or not children are receiving education at a pre-ordained appropriate age. Yet goal achievement needs to be measured if it is to be an effective policy tool. It is important to use a single metric where movement either up or down means that the system is objectively better or worse than before. Ideally an “education for all” metric should have a maximum score of 100, representing the 100% of “all.”

A country (or province, district, etc.) may appear to have universal primary education because of a 100% score as measured by the gross enrolment ratio, but may actually be far from the goal as measured by the net enrolment rate. Unless the number of grade-level repeaters is growing, an increase in net enrolment rate is unambiguously a positive development. An increase in gross enrolment, however, paints a more complex picture of enrolment patterns. Many of the countries with the highest gross enrolment ratios in the Commonwealth are the countries furthest from reaching other internationally agreed goals. Consequently, net enrolment rates are preferred indicators in this book when the data are available. Broadly rephrased, it means that children receive primary education, and adolescents receive secondary education. A primary net enrolment rate close to 100% indicates that children are moving through an education system in a way that would more easily allow for progression at the next level. A child enrolled at the intended age for primary school is more likely to move on to secondary school, just as

Illustration 2: How the Human Development Index is created.

The HDI—three dimensions and four indicators



students enrolled at the intended age of secondary school will have less difficulty moving on to a tertiary institution than students who repeat grades or miss several years of schooling.

Nevertheless, there is still value in measuring and monitoring gross enrolment ratios. In a country whose education system is expanding when little existed before, a high gross enrolment ratio might indicate that students are taking advantage of educational opportunities that were not available at the intended age of enrolment. An example is enrolment in India's secondary education system, where the net enrolment rate has been 25.8% and the gross enrolment ratio has been 60.2%. This indicates that while only a quarter of youth are on a conventional secondary education track, more than twice as many are participating in secondary education in some form. India should be applauded for having programmes that reach out to youth who otherwise might be dropouts, while at the same time acknowledging that much work remains to raise net enrolment rates. So while the aims of this book lead to a preference for net enrolment rates, a holistic approach to evaluating and understanding education systems would include analysis of both net enrolment rates and gross enrolment ratios.

Net enrolment rates require accurate information not only on the numbers of children enrolled but also on the number of children of particular age groups in the population. The latter figure may be particularly difficult to estimate precisely, given that censuses are usually conducted at infrequent intervals and themselves commonly encounter procedural challenges.

Going further, even the statistical reporting on enrolments may not be easy. First they rely on schools providing complete and accurate numbers, and second they are based on the assumption that once a child is enrolled in school then the child actually attends. In practice, children may attend only intermittently or drop out altogether at some point after the reported enrolment date.

Going further still, even if children are enrolled in school and do attend, it cannot always be assumed that they learn a lot. For a variety of reasons, children may not pay attention in class and the quality of their instruction may leave much to be desired. Some communities suffer from high rates of teacher absenteeism, from teachers who are less than fully competent, and from lack of books and other learning materials. For these reasons, EFA Goals 1, 2 and 6 specifically include focus on the quality of provision. UNESCO's EFA Global Monitoring Report has noted two definitions of quality. The first focuses on learners' cognitive development, and uses measures of success with which systems achieve such cognitive development. The second, which is more difficult to assess and compare across countries, is the role of education in nurturing creative and emotional development and in promoting values and attitudes of responsible citizenship (UNESCO 2004: 17).

We analyze both enrolment metrics and school life-expectancy in the chapter *Access to Education in the Commonwealth* (starting on page 29). ECCE is analyzed starting on page 29, primary schooling is analyzed starting on page 36, and secondary schooling on page 44. We advise that this be read in conjunction with *Out-of-School Youth* (page 48).

Life Skills

EFA Goal 3 is also challenging to measure. King (2011: 1) pointed out that much of the focus of the 2010 EFA Global Monitoring Report under this heading (see UNESCO 2010, e.g. p.6) was about technical and vocational skills rather than life skills. This emphasis was carried through to the 2012 report (UNESCO 2012a). Indeed technical and vocational skills are important – and they can perhaps be measured more easily than life skills insofar as they emerge from formal institutions that parallel schools and universities. However, the goal itself is broader than technical and vocational skills.

With this in mind, the book omits Goal 3 from the report cards due to the lack of common, comparable, or widely collected statistical indicators. Even where such indicators do exist, it is difficult to use them in isolation for subjective judgment. Though nonformal educational opportunities should be expanded, sometimes nonformal programmes are provided at the expense of formal educational opportunities for the same population groups. As Nordtveit (2005: 398) observed, many nonformal education programmes are “poor education for poor citizens.” Thus while education systems can and should provide nonformal methods for outreach when appropriate, the conventional wisdom and message of the rest of the EFA discourse prioritizes the development and expansion of the formal school system. We analyze these issues in the *Quality and Equity* chapter, specifically in the *Youth Unemployment* (page 54) subsection.

Gender Equity

Another report card indicator is the Gender Parity Index, which is calculated by dividing female enrolment by male enrolment. This creates a number such that gender equality equals one, and falling above or below one represents under-enrolment by either gender. Conventionally, this has been presented as a bar chart, which makes it look like higher numbers are better. This is because conventional wisdom has been that boys are almost always over-represented in education system to the detriment of girls, especially in lower income countries. But, like gross enrolment, higher numbers are not always better and signify problems after they pass the desired goal. In many countries, for example Seychelles and New Zealand, boys are not competing academically as well as girls. Thus, for better visual understanding, this book sets the X axis at one so that bars jut out on either left or right depending on which gender is over-represented. In regional country comparisons the Y axis is used. It should be noted, however, that distance from the X axis is not symmetrically unequal. This is more evident in severe inequality and is not much of an issue for most Commonwealth countries. As an example, 1.052 is as unequal for boys as 0.95 is for girls. Further out, though, 1.25 is as unequal for boys as 0.8 is for girls. We discuss gender equity in the *Quality and Equity* chapter, specifically the *Gender Equity* (page 56) subsection.

Individual Country Report Card Data

The great diversity of demographic, economic, and developmental differences in Commonwealth often makes cross-country comparison difficult. For this reason, data have been provided in the left-hand bar below flags on individual country report card pages. The data include population, birth rate, percentage of the school-aged population compared to the total population, GDP per capita, an inequality metric called a Gini

coefficient, and the HDI score and the level that it corresponds with. Most data was taken from UIS and the World Bank. Occasionally, Gini number were tracked down from other sources like the CIA World Factbook.

The Report Cards contain an extraordinary amount of data, more than a hundred units of data per country. We dealt with the double challenge of making them easy to quickly gauge while also being sufficiently nuanced. We share many of Lewin's (2008) concerns about what might be called the mono-metrification of internationally agreed goals. It is common that a single metric comes to represent the progress of a goal. Enrolment rates, specifically, have been very popular. This is due both because it is the easiest data to obtain and because it is deceptively simple. Everyone involved in education knows what 'enrolment' means even if they do not understand the distinctions between gross enrolment ratios and net enrolment rates.

In light of this, we provide three metrics per educational level to capture a broader assessment of performativity. The importance of providing at least three pieces of different data can be explained through the geometric analogy of triangulation. If one possesses only one antenna in one location, all that can be gleaned from the broadcast of a signal that it receives is its power and direction. Two antennas will offer a slightly better reading of where the signal came from and how powerful it was at the source but it not sufficient to provide coordinates. That requires three antennas, in three different locations, to form a triangle enclosing the signal.

The basic organizational framework of the Report Card is that the left hand pages covers educational development performativity metrics across four levels of education: pre-primary, primary, lower secondary, and upper secondary. Each educational level, in turn, has three metrics to provide a triangulated snapshot. Most data are color coded to provide a visual heuristic for quickly evaluating where this number is 'good' or 'bad', using a methodology described below.

First, numbers for major metrics are also accompanied by an arrow, showing whether the number is moving upwards or downwards. The arrows are constructed by looking at trends in our data set between 2008 and 2012, when most UIS data stops at the time of writing. Second, major indicators on the left hand page are color coded. Green implies higher than average, red implies lower than average. The countries metric is contrasted against the global HDI Level average for the indicator. Solid green or solid red indicates that the given number for the metric in focus is at least one standard deviation different, either on the high end or the low end. The darker the font color, the more 'average' it is. To reiterate, these do not reflect average performativity within the Commonwealth but average performativity globally amongst developmentally-similar countries.

With pre-primary, otherwise known as early childhood care and education (ECCE), Net Enrolment Rate, Percentage Of New Entrants To Primary Education With Ecce Experience, and School Life Expectancy are used for triangulation. Neither out-of-school numbers nor adjusted net enrolment rates are available for pre-primary. The metrics chosen correspond well with both Dakar EFA Goal 1 and Muscat Target 1 both address the pre-primary sector, EFA Goal 1 called merely for an expansion of ECCE, while Muscat asks that:

By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and

compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

For primary, we use Adjusted Net Enrolment Rates, School Life Expectancy, and the percentage change in the number of out-of-school children of this cohort. The latter metric is computed from UIS data, but is not itself a UIS metric. This metric was chosen and developed for the reason that absolute numbers of out-of-school youth have remained problematic despite rapidly rising enrolment rates. This is explored in the next chapter. This metric builds a relative metric from absolute data.

The purpose of these averages arose out of a problem endemic to internationally agreed goals: for the most part, richer countries ignore them because their numbers are already quite high. Where internationally agreed goals use a universalist logic and normative values, the approach used here was humorously referred to as ‘super-relativity’ during the early stages of this work.

A number that is dark green or red is statistically outside the boundaries of ‘average’. Red is below average, green is above average. Green is not always good, as some numbers, like unemployment rates, are better when they are lower and some – like the gender parity index, can be either good or bad depending on what the number is (1.0 is the ideal).

Status and Trends in the Commonwealth

3

Access to Education in the Commonwealth

Pre-Primary

EFA Goal 1 was concerned with early childhood care and education (ECCE). ISCED defines pre-primary education as Level 0. It notes that there is no duration criteria, “however, a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included” (ISCED 2011). ECCE “programmes target children below the age of entry into primary education (ISCED level 1). These programmes aim to develop cognitive, physical and socio-emotional skills necessary for participation in school and society.” Specifying the types of activities captured with their definition, they note:

Programmes classified at ISCED level 0 may be referred to in many ways, for example: early childhood education and development, play school, reception, pre-primary, pre-school or educación inicial. For programmes provided in crèches, daycare centres, nurseries or guarderías, it is important to ensure that they meet the ISCED level 0 classification criteria specified. For international comparability purposes, the term ‘early childhood education’ is used to label ISCED level 0.

Adjusted Net Enrolment Rates do not exist at this level, so the best metrics available for ECCE access are Net Enrolment Rates (NERs). EFA Goal 1 appears to have been accomplished in the Commonwealth because it has expanded in almost every category (see Chart 1 on page 31). With the exception of the Pacific, pre-primary enrolment expanded across every region and HDI-Level in the Commonwealth. The largest growth and preprimary enrolment was in sub-Saharan Africa where the average moved from 23% to 41% between 2000 and 2015, a growth of 75%. This is mitigated by a large standard deviation of 33%. Asia also witnessed large growth, 41%, moving from 41% to 58%. The Caribbean and Advanced Economies saw smaller growth, at 16% in 21% respectively, though they arrived to very different levels: 44% and 81%, respectively. Enrolment appears to have gone down 9% in the Pacific from 48% to 44%. However, this change is very small compared to the 2015 standard deviation of 24 in the Caribbean.

Generally, those countries that had been providing the least ECCE saw the greatest proportional expansion. By human development level, Low HDI countries witness substantial growth of 64%, moving from 17% to 28% between 2000 and 2015. Medium HDI countries grew from 32% to 44%, 39%, while High HDI countries grew from 54% to 71%, or 31%. Very High HDI countries grew from 70% to 78%, the smallest growth of the HDI levels (12%). ECCE enrolment seems especially susceptible to wide variation

in data, with standard deviations often being larger than the recorded growth. It is also worth taking into consideration that sufficient data for historical reconstruction exist for only 38 out of the 53 Commonwealth Countries.

The momentum of the past years may not be sustained. Assuming patterns in lowest secondary enrolment persist, however, what might be expected in 2020? In Asia we would see an NER of 61%, the Caribbean 69%, the Advanced Economies 85%, the Pacific 42%, and Sub-Saharan Africa 43%. By Human Development Level, it would be Very High reaching 81%, High 74%, Medium 46%, and Low 29%.

The post-2015 agenda places an emphasis not just on enrolment rates but also on the number of students who have completed at least one year of ECCE. Detailed cross-national data on this metric are not yet available. Instead, statisticians commonly refer to (pre-)school life expectancy (SLE). This metric indicates the average duration of education at that level for those who enrol. The numbers show a modest improvement since 2000.

For the most part, Commonwealth children to enter ECCE are staying there longer than they were in 2000. Pacific school life expectancy (SLE) in ECCE grew 36% percent from 1.3 to 1.8 years (see Chart 2 on page 31). This change, however, is much smaller than the standard deviation of 1.2. Asia and Africa both grew by 23%, to 1.6 and 1 respectively. Lower growth was found in the Caribbean and Advanced Economies, 14% and 19%, which had an estimated 2015 SLE of 1.7 and 1.9. With the exception of Africa, all Commonwealth regions have an average SLE of between 1.6 and 1.9. There is also wide variation within regional averages, with standard deviations ranging from .7 to 1.2

By human development level, Medium HDI countries grew the most (63%), moving from 1 to 1.6 between 2000 and 2015. This is again caveated by the fact the standard deviation is higher than this growth (1.0). As with the regional clusters, Very High, High, and Medium cluster near each other from between 1.6 to 1.9. Low HDI countries prove the exception, .8, and have the lowest growth between 2000 and 2015 (6%).

Internationally comparable data on inequality and quality within pre-primary education are scarce. One way to address this gap would be to include more sub-national NER and school life expectancy numbers that are marked by region, income level, and rural/urban distinctions. FHI360's Education Data and Policy Center has a remarkable amount of useful data that are employed in the report cards. However, comparability is an issue because data are collected on different age groups in different countries. To address the issue of data on educational quality, the Brookings Institute and UIS Learning Metrics Task Force (LMTF) proposed the following indicators across seven domains to measure quality in ECCE. They have acknowledged that the number of subdomains are too large for an international framework.

Chart 1: Pre-Primary Net Enrolment Rate (NER) Averages By Commonwealth Region (2000-2015)

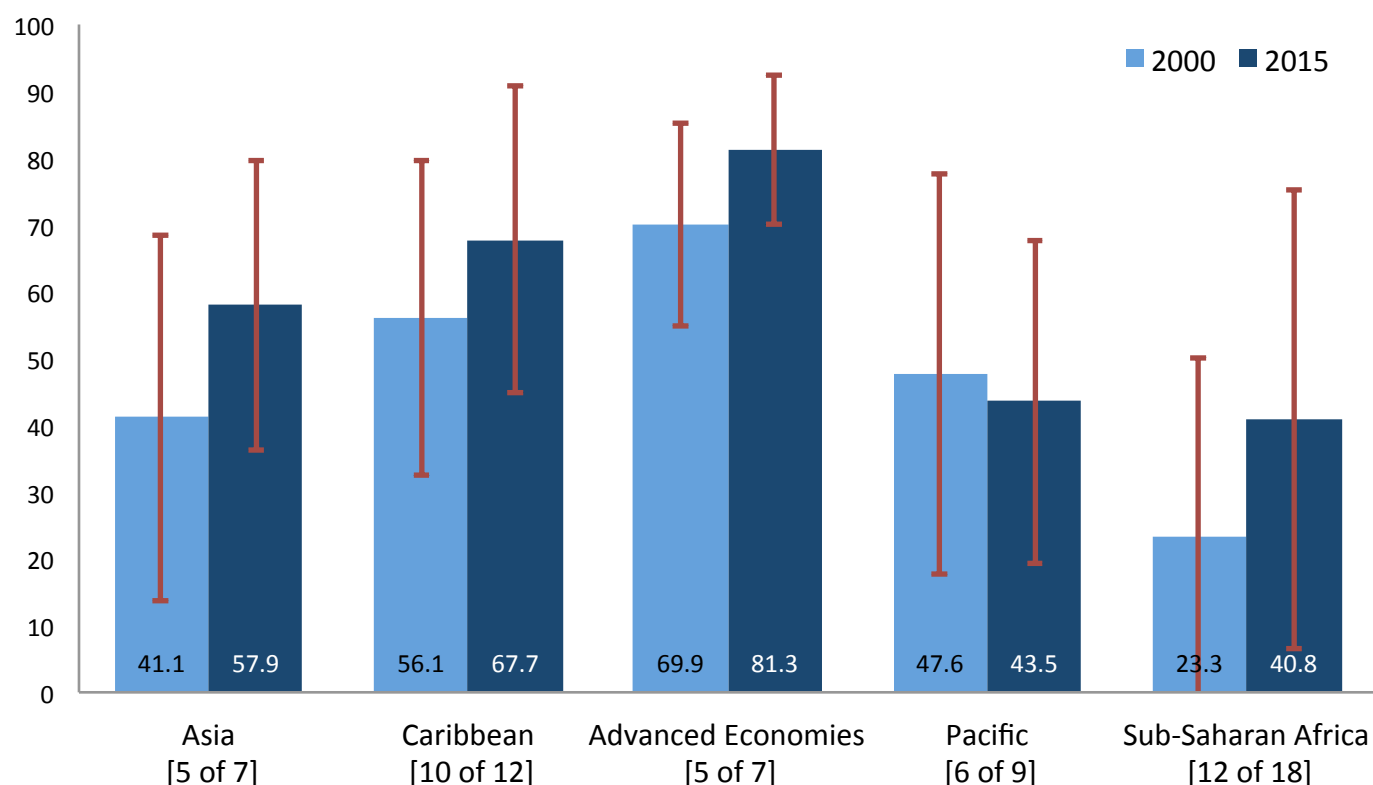


Chart 2: Pre-Primary School Life Expectancy (SLE) Averages By Commonwealth Region (2000-2015)

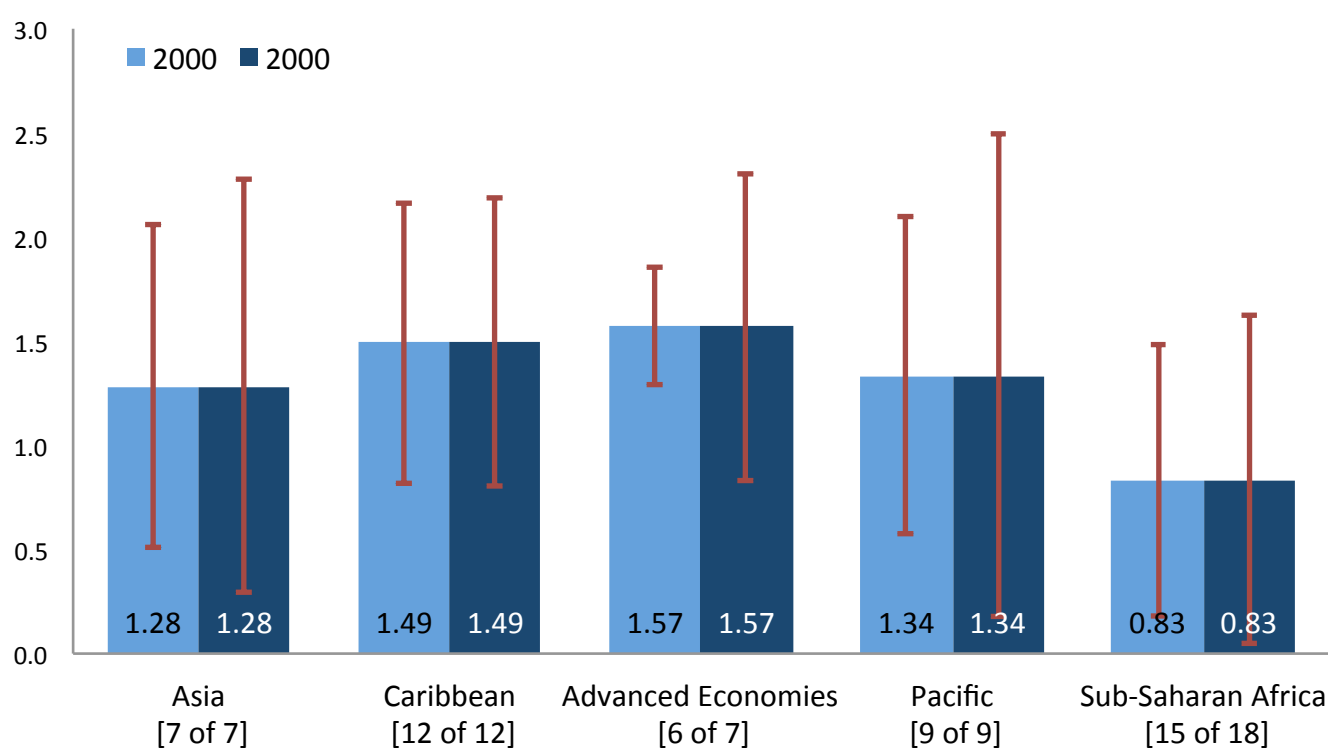


Chart 3: Pre-Primary School Life Expectancy (SLE) Averages By Commonwealth Region (2000-2015)

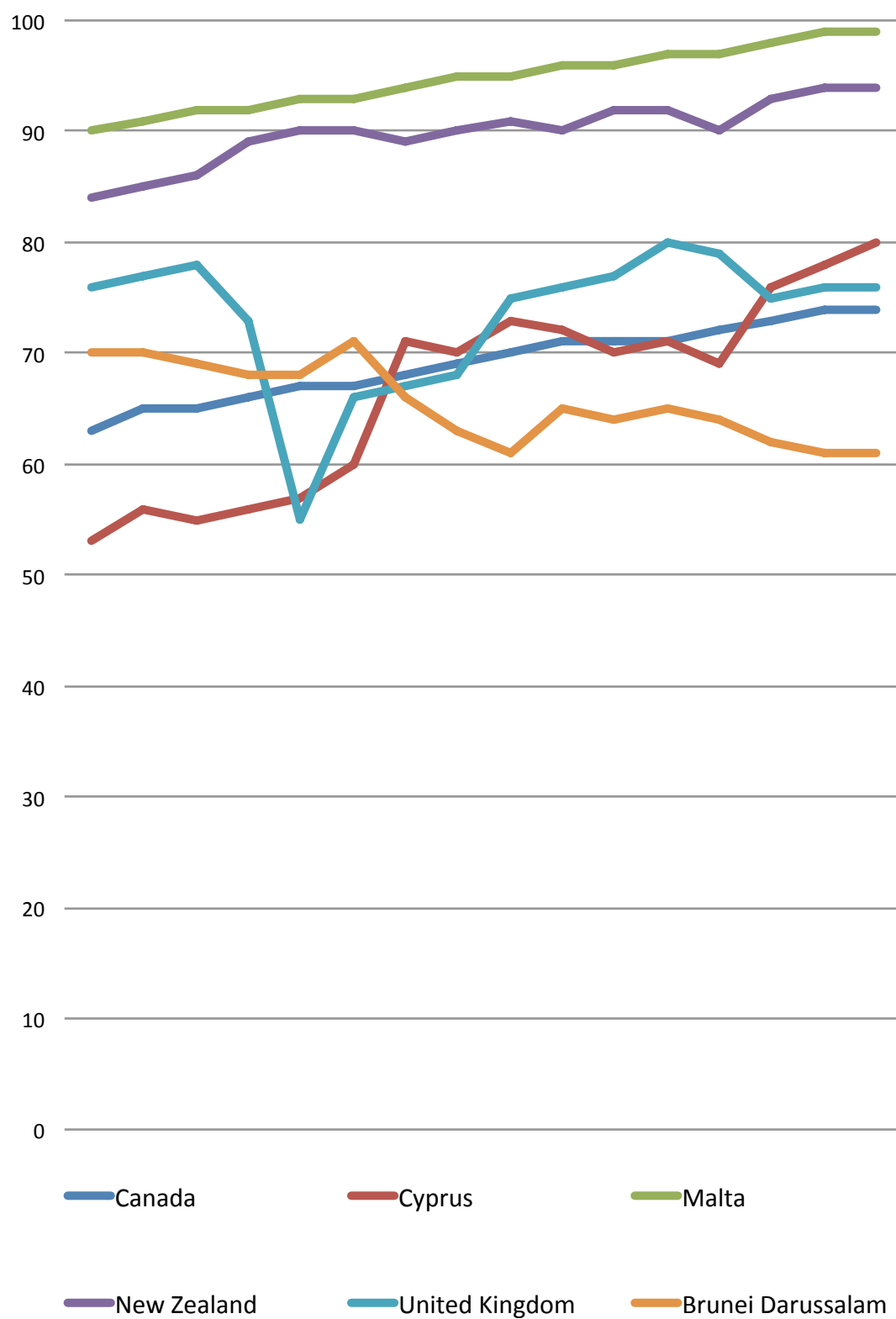


Chart 4: Pre-Primary School Life Expectancy (SLE) Averages By Commonwealth Region (2000-2015)

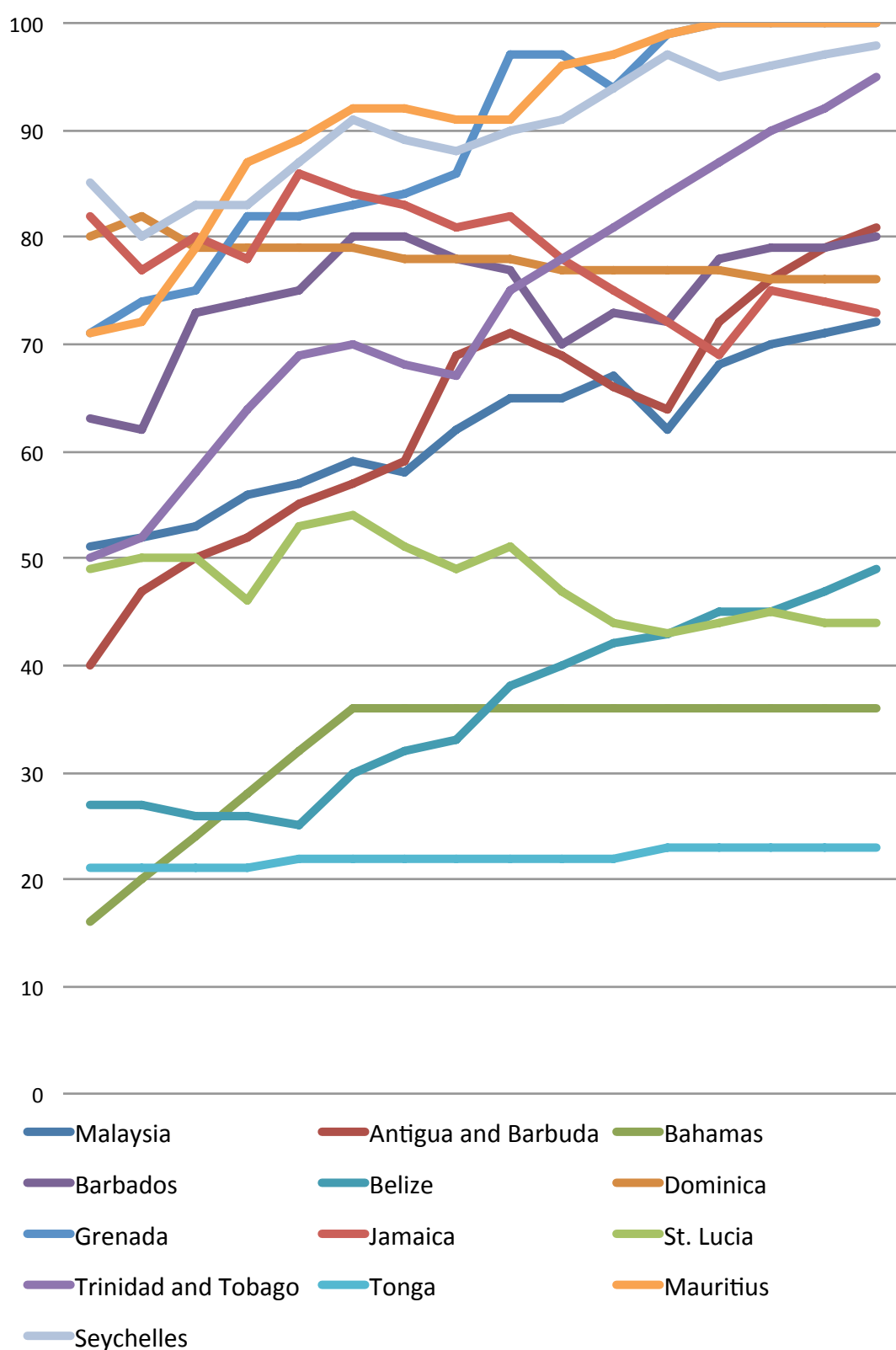


Chart 5: Pre-Primary Net Enrolment Rates (NER) in Medium HDI Level Commonwealth Countries (2000-2015)

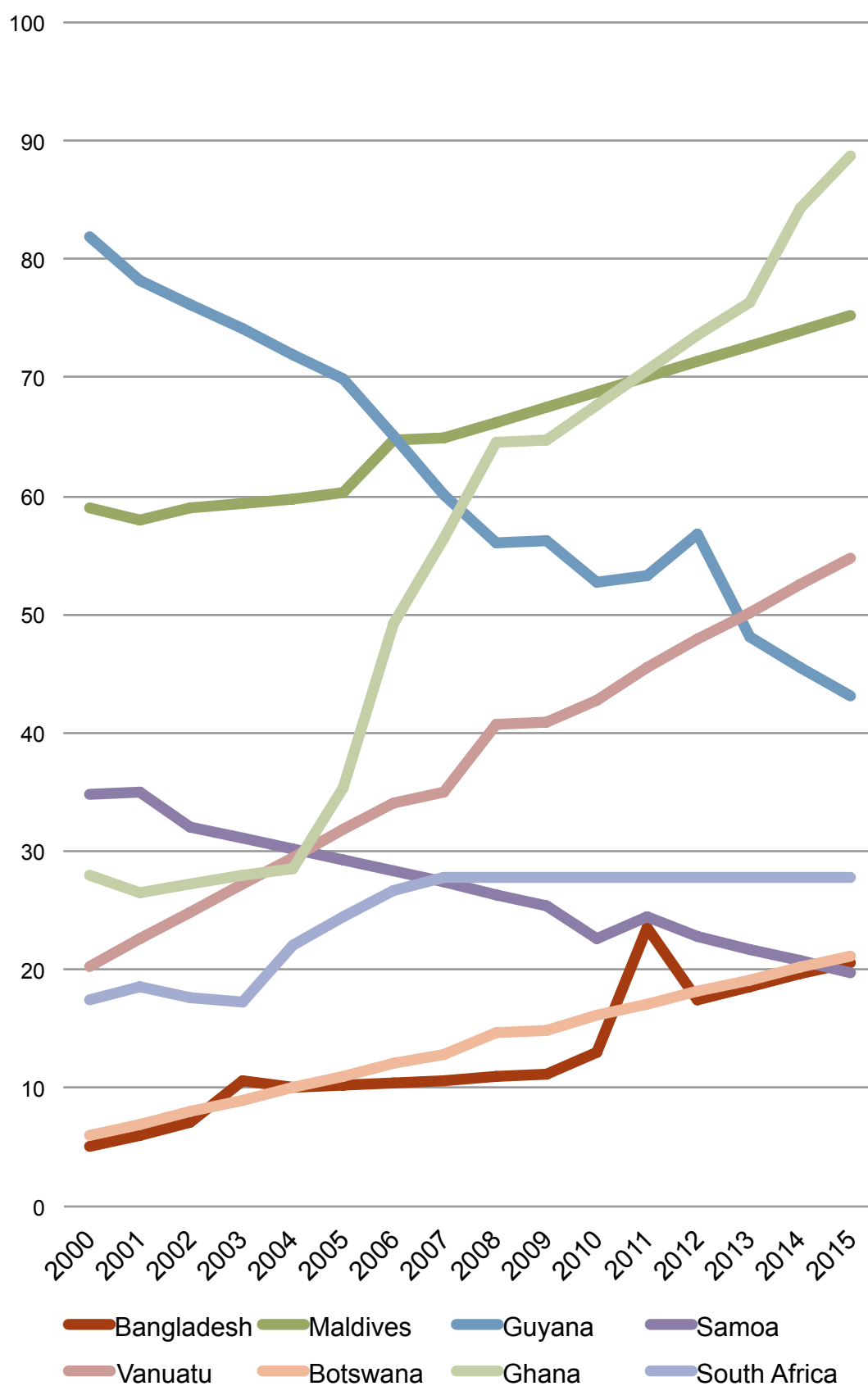
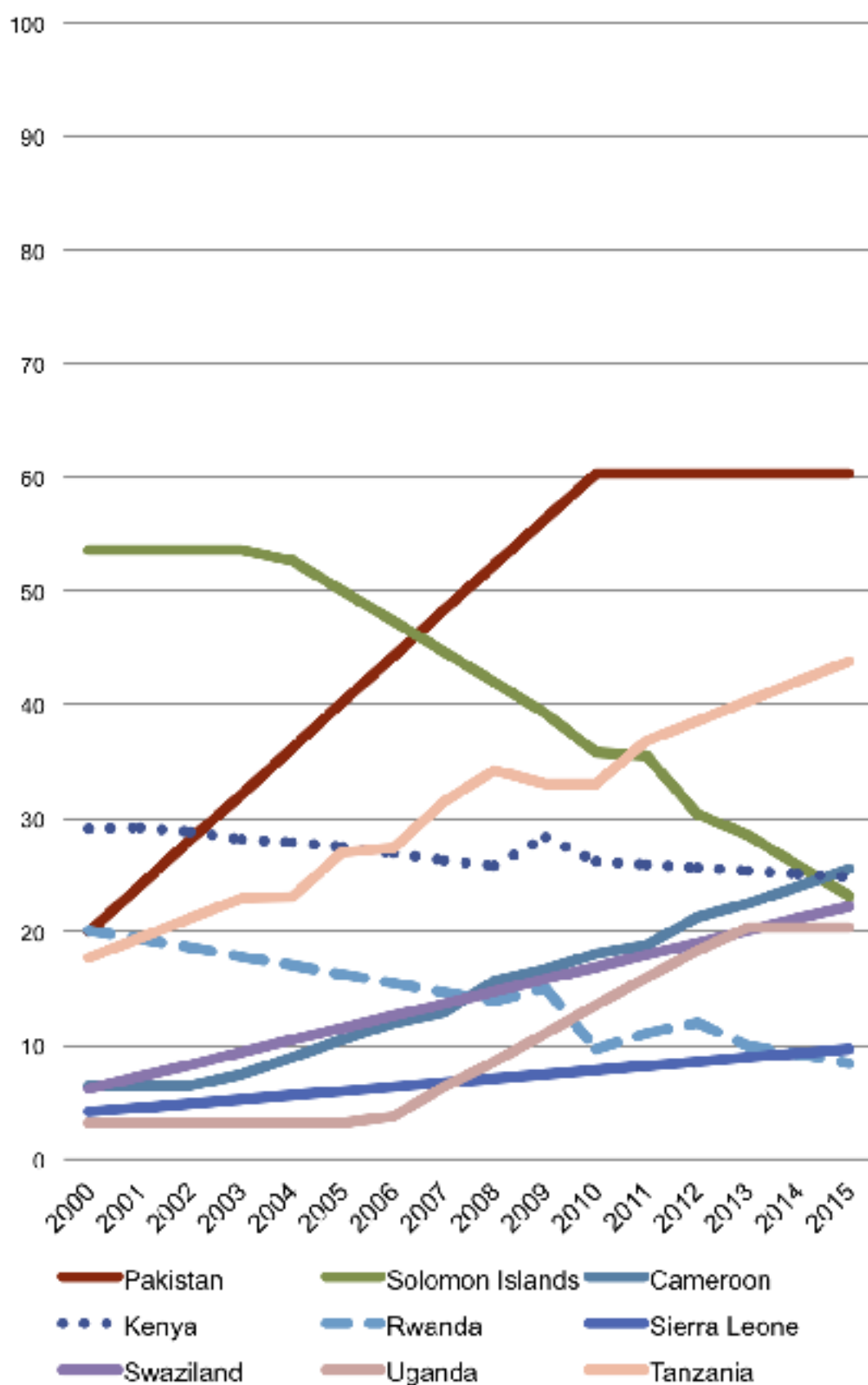


Chart 6: Pre-Primary Net Enrolment Rates (NER) in Low HDI Level Commonwealth Countries (2000-2015)



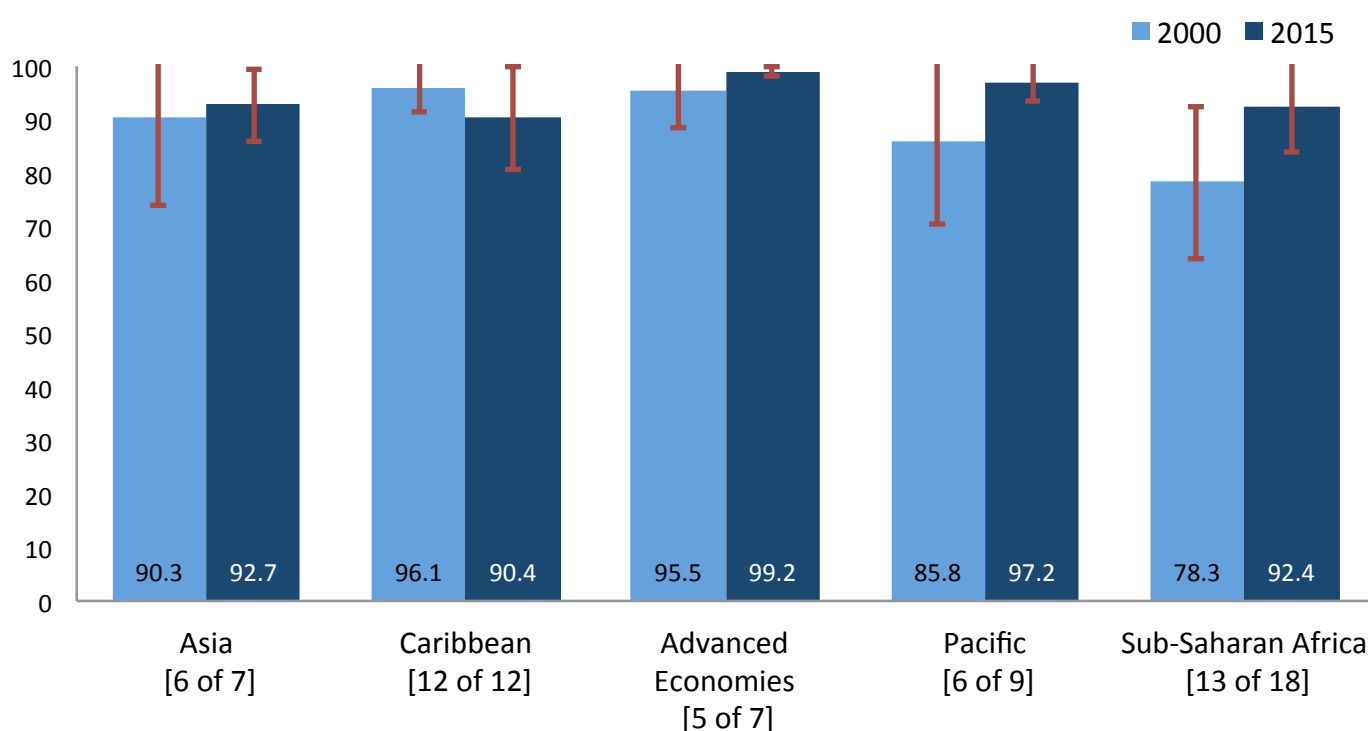
Primary

EFA Goal 2 and MDG Goal 2 aimed at universalization of primary education. UNESCO typically measures progress through Adjusted Net Enrolment Rates (ANERs). Primary is defined here as ISCED Level 1. They are programmes “typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education” (ISCED, 2011). Primary schooling “usually begins at age 5, 6 or 7, and has a typical duration of six years.” ISCED Level 1 can go by many names, including “primary education, elementary education or basic education (stage 1 or lower grades if an education system has one programme that spans ISCED levels 1 and 2).”

Universalization might have always been too high of a goal to realistically expect, especially if we interpret it as achieving enrolment and completion rates of 100. Setting the bar a little bit lower, every Commonwealth regional and HDI grouping has a 2015 average that is higher than 90. This was not the case when the Dakar EFA Goals were launched in 2000, where we estimate that Low HDI countries had an average ANER of 70%, Medium HDI 88%, Sub-Saharan Africa 78%, and 86% in the Pacific (see Chart 7 on page 36). Compared to other metrics, growth also seems modest. Sub-Saharan Africa ANER grew by 18%, the Pacific by 13%, and Asia by 3%. This is offset somewhat by the demographic changes discussed in the following section. Standard deviations are also be high: 9.7 in the Caribbean, 8.3 in Sub-Saharan Africa, and 6.8 in Asia.

As we reported in the 2012 edition of this report (Menefee & Bray, 2012), movements lower down the ladder are easier than movements higher up. Most groupings have ANER averages of between 90 and 94. Only Advanced Economies, Very High HDI, and

Chart 7: Primary Adjusted Net Enrolment Rate (ANER) Averages By Commonwealth Region



level - and they do so by several points, starting at 97 in the Pacific. The Pacific is clearly an outlier, but the growth seems real. Even accounting for the 3.7 standard deviation, the average is large.

The more significant outlier is the Caribbean, where our data indicate that enrolment has fallen from 96 to 90.4. This is witnessed to by variation increasing, as the standard deviation of scores has grown from 4.6 to 9.7. This trend is also borne out in High HDI countries, where the average has dropped from 95.9 to 93.8. As with the Caribbean cluster, the standard deviation has risen from 4 to 6.5. The pattern is largely explained by most countries having increased their enrolments, while a few have fallen. Antigua and Barbuda, Jamaica, St. Lucia, and Guyana typify this pattern of falling enrolments.

Were recent trends to persist, however, Asia would reach a primary ANER of 93% in 2020, the Caribbean 88%, Sub-Saharan Africa 94%, and the Advanced Economies and the Pacific would be virtually universalized. By Human Development Level, we see 93% in High HDI, 91% in Medium HDI, and 94% in Low HDI countries.

Encouragingly, momentum in primary school-life expectancy closely matches the growth in enrolments. SLE increased from 6.5 to 7.5 years in Sub-Saharan Africa, and 6 to 6.8 the Pacific (see Chart 8 on page 37). By HDI Level, Low HDI countries had their average move 28% from 6 to 7.6. The standard deviation for Low HDI 2015 metrics is 1.3, indicating varied but sound growth. Unfortunately, weaker enrolment growth was also met with weaker SLE growth or stagnation in the Advanced Economies (4%) and Asia (-0.2%). SLE was also down 4% in the Caribbean, from 7.1 to 6.5, and by 4% in High HDI countries (6.8 to 6.5). It should be noted that this might instead be interpreted as stagnation, as the changes are within the standard deviation for 2015.

Chart 8: Primary School Life Expectancy (SLE) By Commonwealth Region

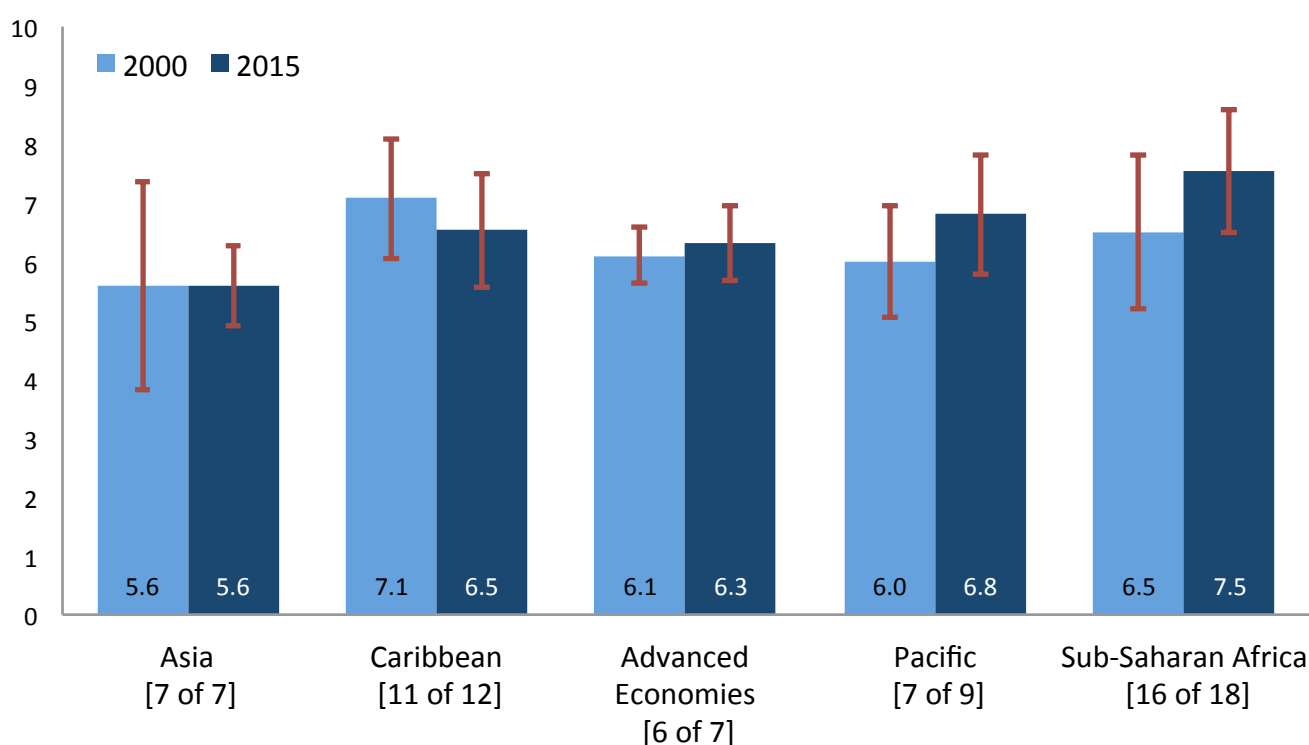


Chart 9: Primary Net Enrolment Rates (NER) in Very High HDI Level Commonwealth Countries (2000-2015)

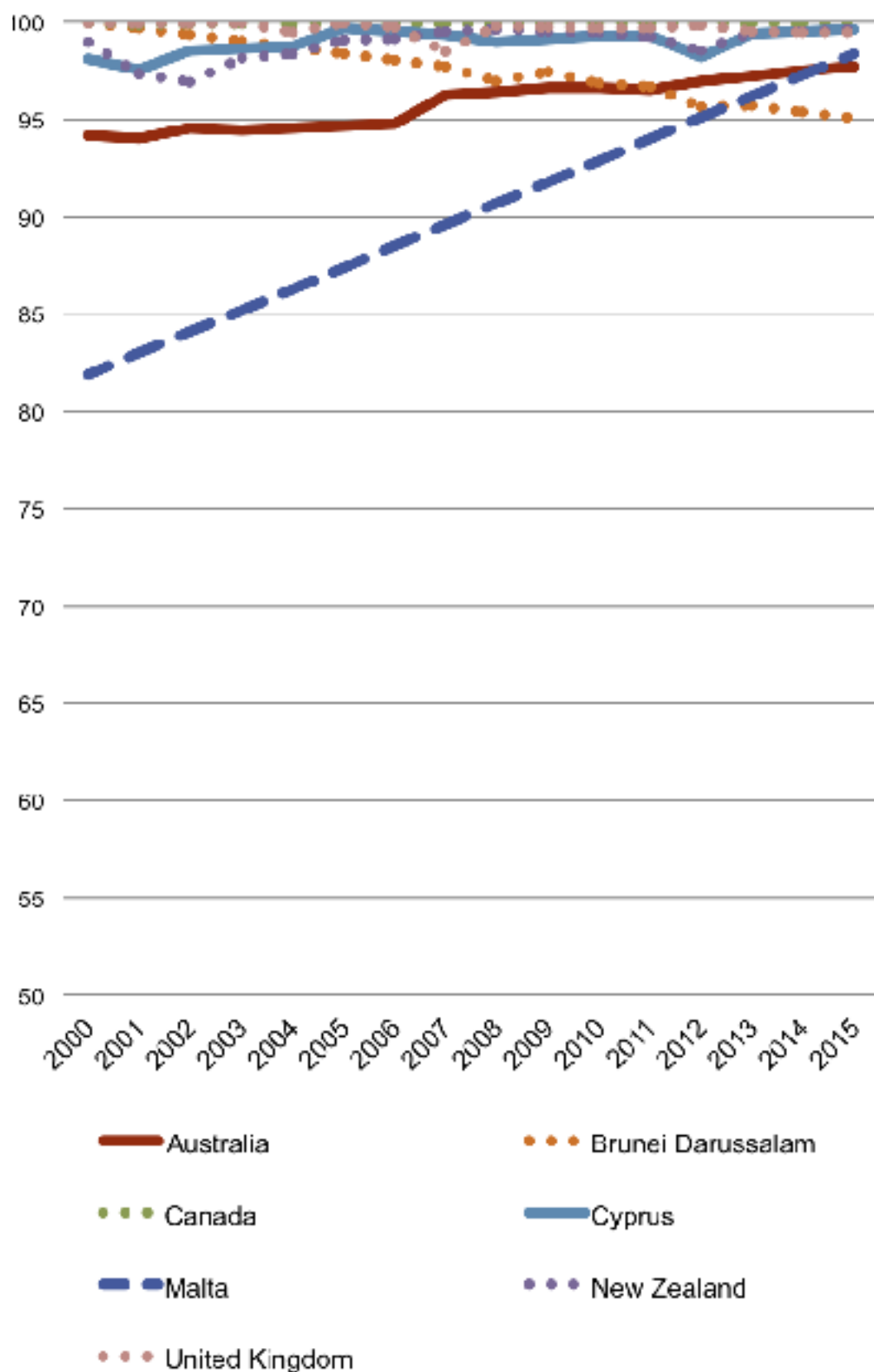


Chart 10: Primary Net Enrolment Rates (NER) in High HDI Level Commonwealth Countries (2000-2015)

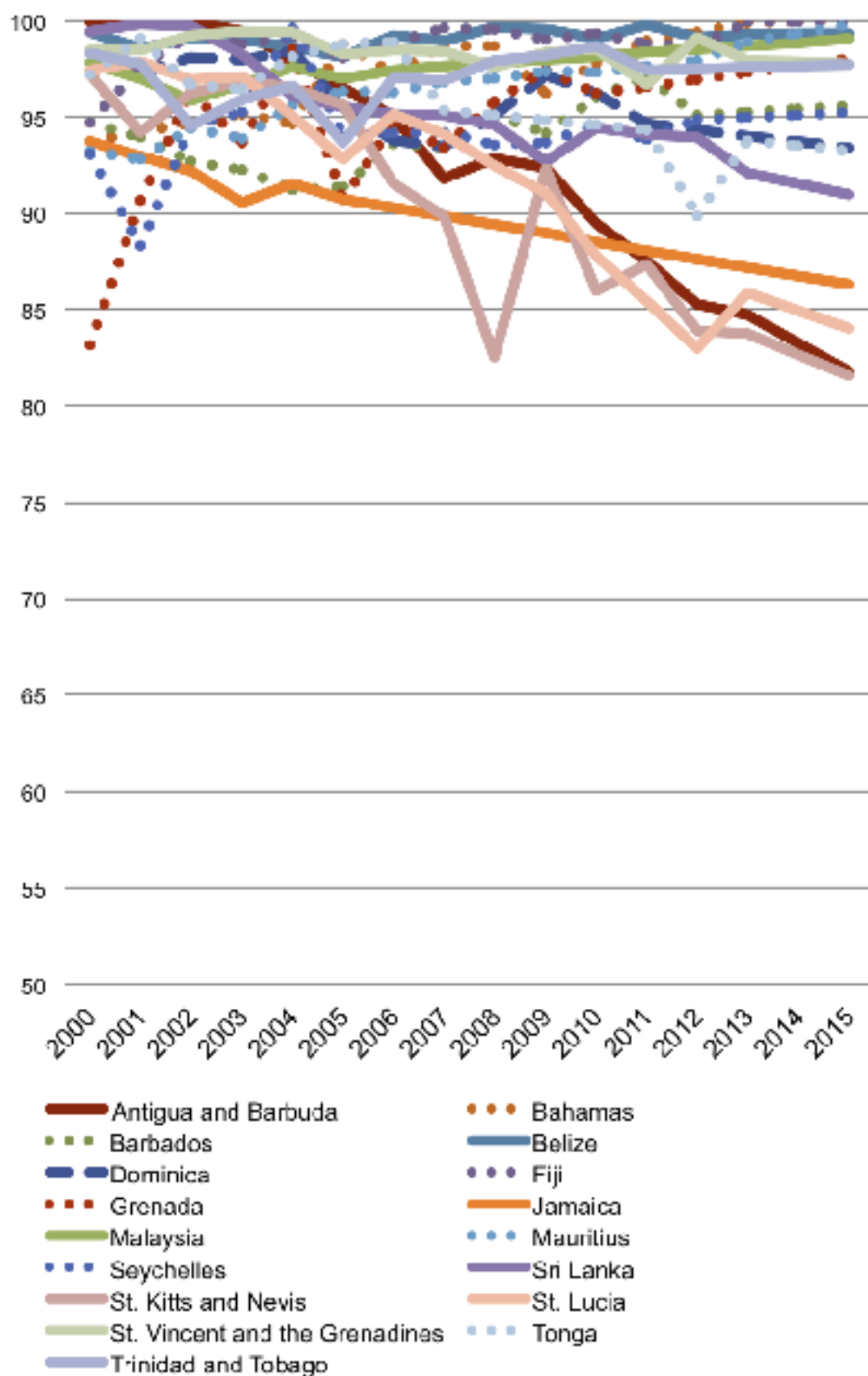


Chart 11: Primary Net Enrolment Rates (NER) in Medium HDI Level Commonwealth Countries (2000-2015)

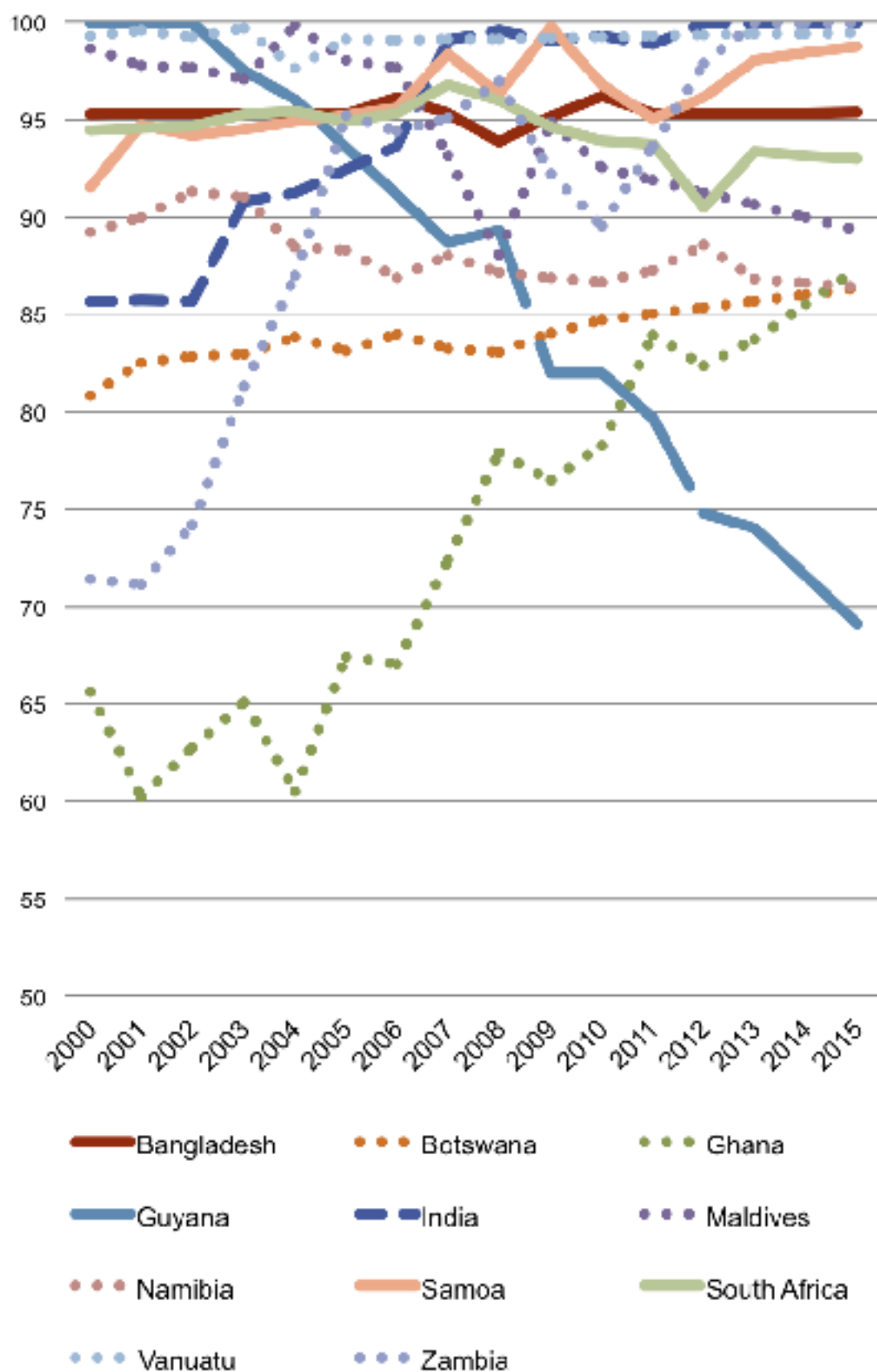
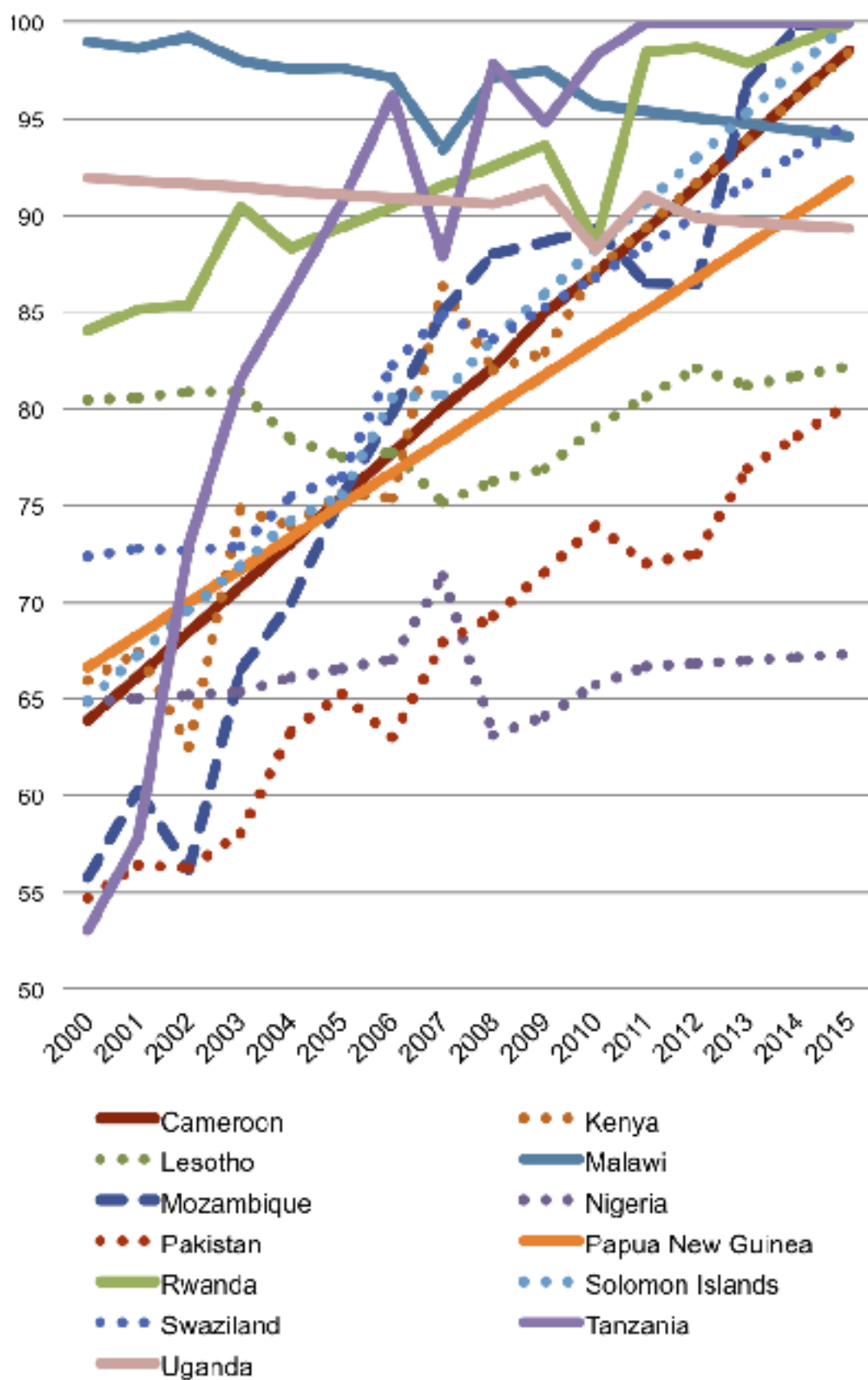


Chart 12: Primary Net Enrolment Rates (NER) in Low HDI Level Commonwealth Countries (2000-2015)



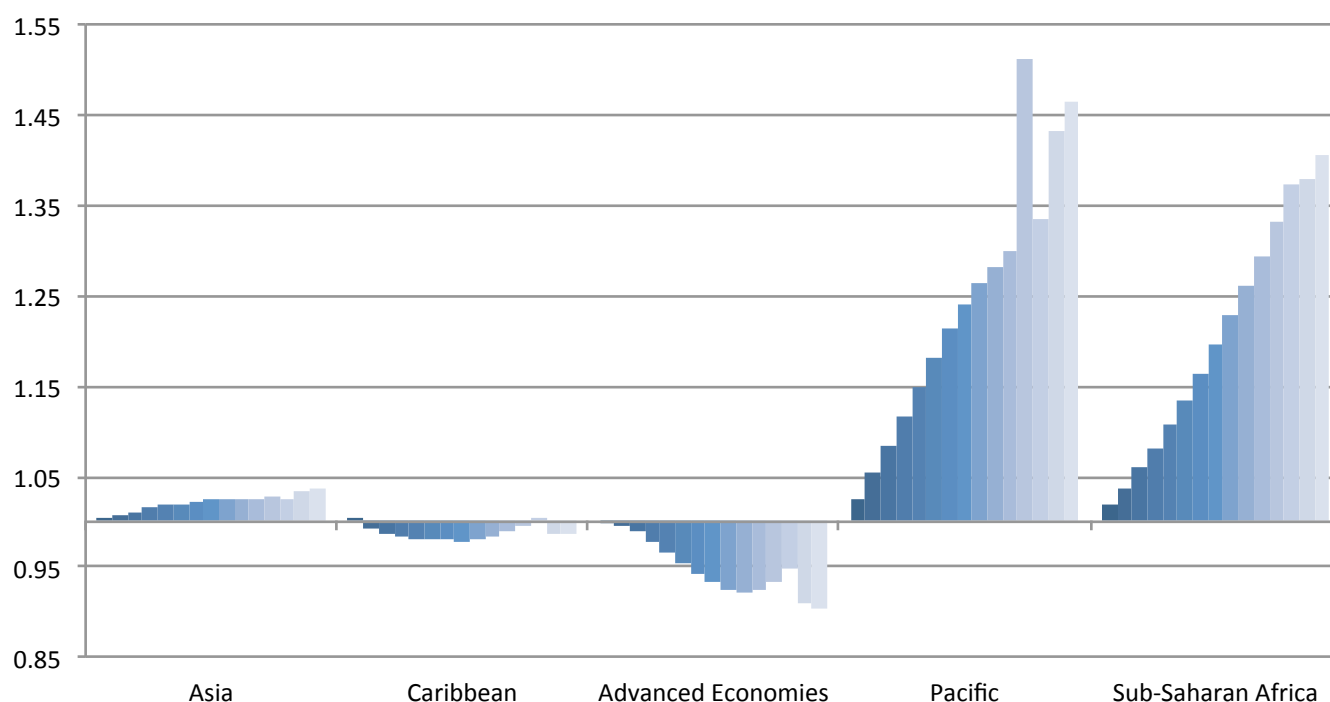
Demographics

The Commonwealth primary-aged student population grew from 240 million in 2000 to 259 million in 2015. It should first be acknowledged that there are very substantial differences in the number of school-aged children in different parts of the Commonwealth (see Chart 14 on page 43). These numbers are also in motion, though. While Caribbean and Advanced Economy primary-aged student populations shrunk, Pacific and Sub-Saharan African populations exploded by 46% and 40% respectively (see *Chart 13: Percentage Difference Compared To 2000 Primary-School Aged Population, moving 2001-2015 from left to right* (page 42) for a different way of looking at it). Sub-Saharan African Commonwealth countries in 2015 had an estimated 24 million more children than they had in 2000 (rising from 60 million to 83.7 million). This trend is primarily regional, though there is an HDI Level perspective: High and Medium HDI level Commonwealth countries had primary-aged child populations that grew by around 5% over those 15 years. Numbers of primary-aged children in Low HDI level Commonwealth countries grew by 33%. In 2015 Low HDI level Commonwealth countries had 23 million more primary-aged children than had in 2000.

India, in many ways, is the big story of EFA's success and ambiguities. India begins and ends the EFA era accounting for approximately half of all primary-aged children in the Commonwealth. In raw numbers, India has 124 million of the total 259 million children in this cohort in 2015. There are 26 million fewer out of school children in the Commonwealth in 2015, and India accounts for two-thirds of this reduction. However, these figures need to be treated with caution because of changes in the ways that the statistics are calculated. UNESCO (2014) notes that:

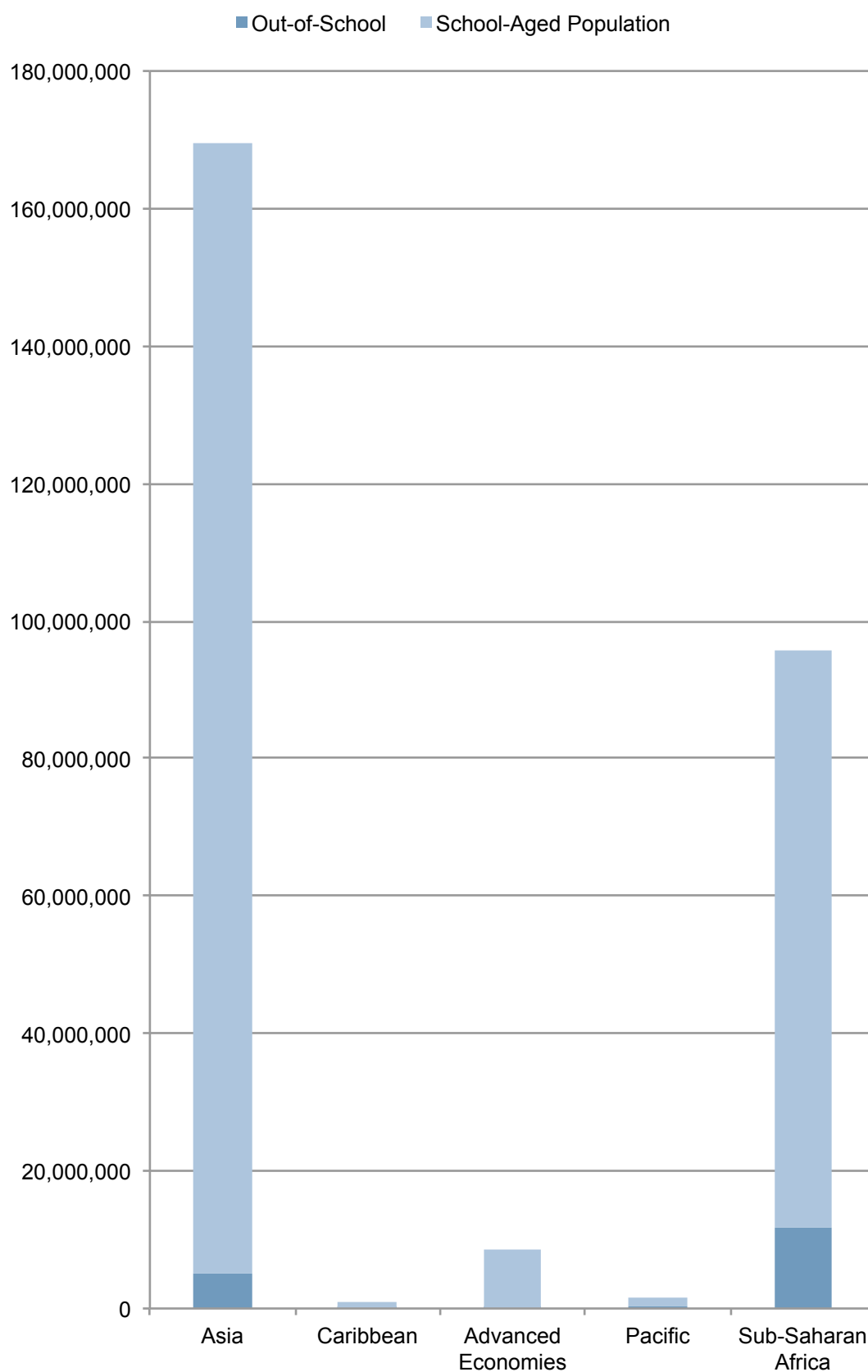
Access to schooling is less of a barrier to school participation at present. Distance has ceased to be a major reason even for dropping out, although it is still fairly important for rural females, particularly among older age groups. Access continues to be a barrier

Chart 13: Percentage Difference Compared To 2000 Primary-School Aged Population, moving 2001-2015 from left to right



for some other groups of children such as children of migrant families, children from tribal communities who live in isolated and hilly terrain, street children, children with disabilities and children in areas affected by civil strife.

Chart 14: 2015 Estimates of Primary School-Aged Population versus Primary School-Aged Out-Of-School Youth



Secondary

Technically, lower secondary education is classified as ISCED Level 2. The ISCED Manual states that “ISCED level 2 ends 8-11 years of education after the beginning of ISCED level 1”. Lower secondary can last for two to five years, but most commonly it lasts for three years. It is preceded by ISCED Level 1, which can last between four and seven years but most commonly lasts for six years. Thus lower secondary could span just the 5th through 7th years of schooling at the low end, or 8th through 13th years at the high end, but usually spans the 7th through 10th years.

Sub-Saharan Africa’s Lower Secondary Adjusted Net Enrolment (ANER) growth was the highest, moving from an average of 34% to 48%, a growth rate of 41%. This is complicated by a very large standard deviation in 2015 of 29 (see Chart 16 on page 45). Also, only 13 of 18 countries have sufficient data. One can still say that for a statistically ‘average’ Sub-Saharan African Commonwealth country, half of students now have access to secondary education where only a third of them did in 2000. Asia also saw very large increases, by a factor of 23%, moving from 62% to 76%. Asia’s 2015 standard deviation of 29 shows even wider variance than Africa, however. The Caribbean grew 9%, from 7 to 84, but the growth is still within the 2015 standard deviation of 13. Only seven of twelve Caribbean countries had data. The Pacific saw almost no change in the average, but the standard deviation shrunk from 30 to 24. The Advanced Economies moved from 92% to 93%.

The pattern is familiar by Human Development level. For Low HDI countries, the proportion has moved from one of five to one in three, growing by 49% from 19% to 29% (see Chart 13 on page 42). High variance followed this growth, with the standard deviation of scores being 11 in 2000 and 10 in 2015 and sufficient data only exist for nine of the fourteen countries. In Medium HDI countries, it has moved from half to two thirds, growing 25%, from 54% to 68%. The standard deviation here is the highest, 14 in 2015, but has shrunk from 22 in 2000. High HDI countries had more modest growth, 11%, moving from 78 to 87. The standard deviation was also high, at 12. Very High HDI countries saw very little growth, moving from 91% to 93%, but the standard deviations indicate variance within the group tightened (from 8 to 5).

The momentum of the past years may not be sustained. Assuming patterns in lower secondary enrolment persist, however, what might be expected in 2020? The Advanced Economies could be expected to reach 79%, Asia 84%, the Caribbean 66%, the Pacific 70%, and Sub-Saharan Africa 37%. By HDI Level, we could expect 30% for Low HDI countries, 72% for Medium, 87% for High, and 94% for the Very High HDI average.

Upper secondary schooling is classified as ISCED Level 3, which can last from two to five years. The common duration is three years. The ISCED Manual states that:

ISCED level 3 begins after 8-11 years of education since the beginning of ISCED level 1. Pupils enter this level typically between ages 14 and 16. ISCED level 3 programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around age 17 or 18), with 12 years being the most widespread cumulative duration. However, exit from upper secondary education may range across education systems from usually 11 to 13 years of education since the beginning of ISCED level 1.

Chart 15: Lower Secondary Adjusted Net Enrolment Rate (ANER) Trends By Human Development Level (2000-2015)

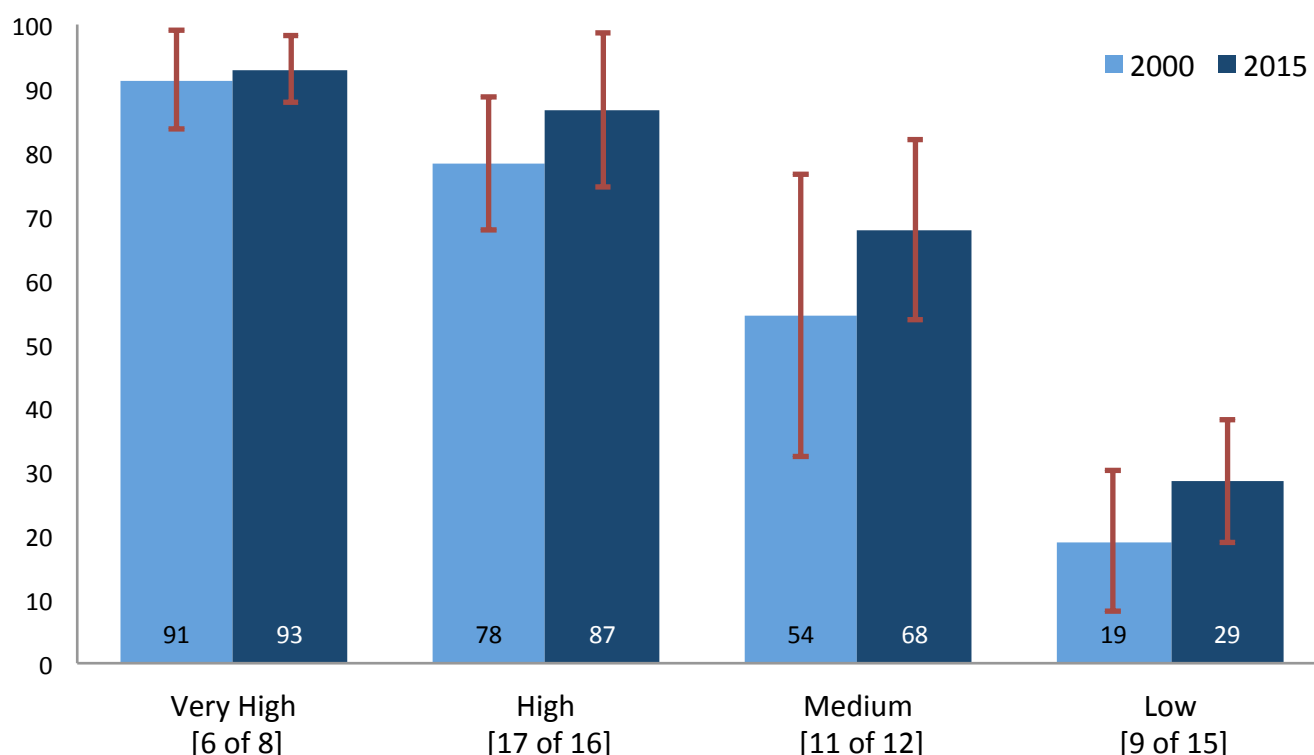
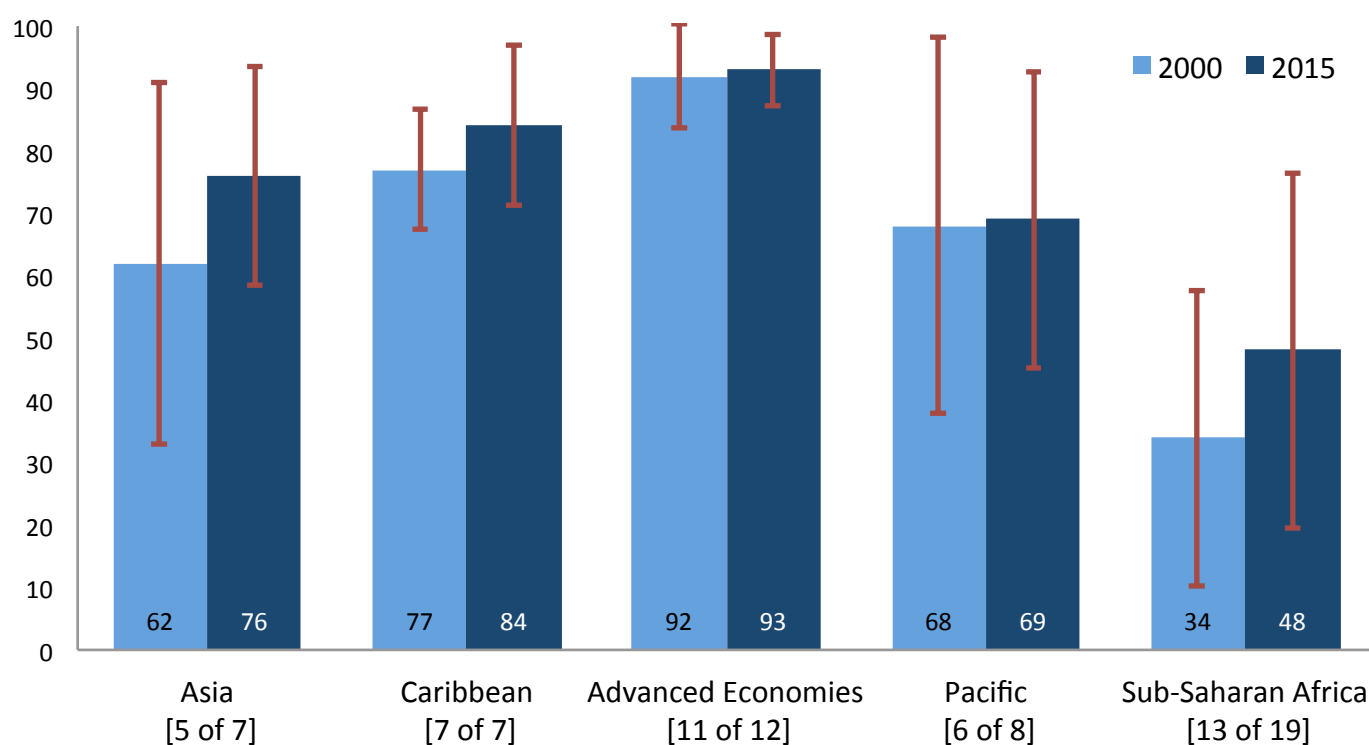


Chart 16: Lower Secondary Adjusted Net Enrolment Rate (ANER) Trends By Commonwealth Region (2000-2015)



Increased enrolment in upper secondary was not a target in the Dakar EFA Goals, and upper secondary enrolment is not compulsory in most Commonwealth countries. Many observers worry that upper secondary and tertiary education cost too much per pupil, and educate people who are relatively advantaged. The proposed Sustainable Development Goals nevertheless aim for universal completion of secondary education.

The largest growth in upper secondary enrolment during the period since 2000, of 61%, was in the Pacific, where the average NER moved from 45% in 2000 to an estimated 73% in 2015 (see Chart 17 on page 47). Asia and Africa also saw impressive growth in the same time period, moving from 45% to 67% and 41% to 59% respectively. Asia's lower secondary NER increased by 49% and Africa's by 45%. The Caribbean and Advanced Economies saw more modest growth, 18% and 13% respectively. The Caribbean average moved from 71% to 83%, and the Advanced Economies from 79% to 83%.

Enrolment patterns unfolded in familiar ways across development levels. Very High HDI countries saw modest growth, just 16%, moving from 78% to 91% between 2000 and 2015 (see Chart 18 on page 47). High HDI countries had similar growth but from a lower baseline, growing 20% from an ANER of 71% to 85%. The Medium HDI bracket saw the largest growth in the period, growing from 48% in 2000 to 67% in 2015. Low HDI impressively moved from 23% to 41%. Were trends to persist, we could expect by 2020 that Asia's upper secondary enrolment would reach 73%, the Caribbean 88%, the Advanced Economies 92%, the Pacific 83%, and Sub-Saharan Africa 65%. By Human Development Level, it would be Very High 94%, High 89%, Medium 76%, and Low 47%.

School-Life Expectancy (SLE) indicates how long students are expected to stay in a specific level of education. There is no separate measurement for upper secondary, so SLE measures the average time a student spends in secondary education. ISCED indicates that lower secondary and upper secondary are usually three years each, but that there can be significant differences between countries. An SLE of six years, then, is ideal in most education systems.

Lower Secondary SLE is highest in the Advanced Economies at 6.8 years, but as recently as 2005 the number was 7.2. Other regions were more than a year below that average. The Pacific had the second highest lower secondary SLE at 5.6, increasing 40% between 2000 and 2015. The strongest growth was in the Pacific and Africa, at 40% and 47% respectively. They grew to different levels, though, with Africa averaging 3.6 years (up from 2.4 years). The Caribbean performs well with a 2015 estimate of 5.3 years, but growth was a modest 14%.

Looked at through development levels, a familiar pattern emerges: Very High HDI countries grew by an average of only 2%, while Low HDI grew by 96%, nearly doubling their SLE. High and Medium HDI averages were spread between them, growing at 13% and 40% respectively. Very High HDI countries had an average 7, High HDI countries averaged 5.7, Medium HDI countries averaged 5, and low HDI countries averaged 2.8.

Chart 17: Upper Secondary Adjusted Net Enrolment Rate (ANER) Averages By Commonwealth Region (2000-2015)

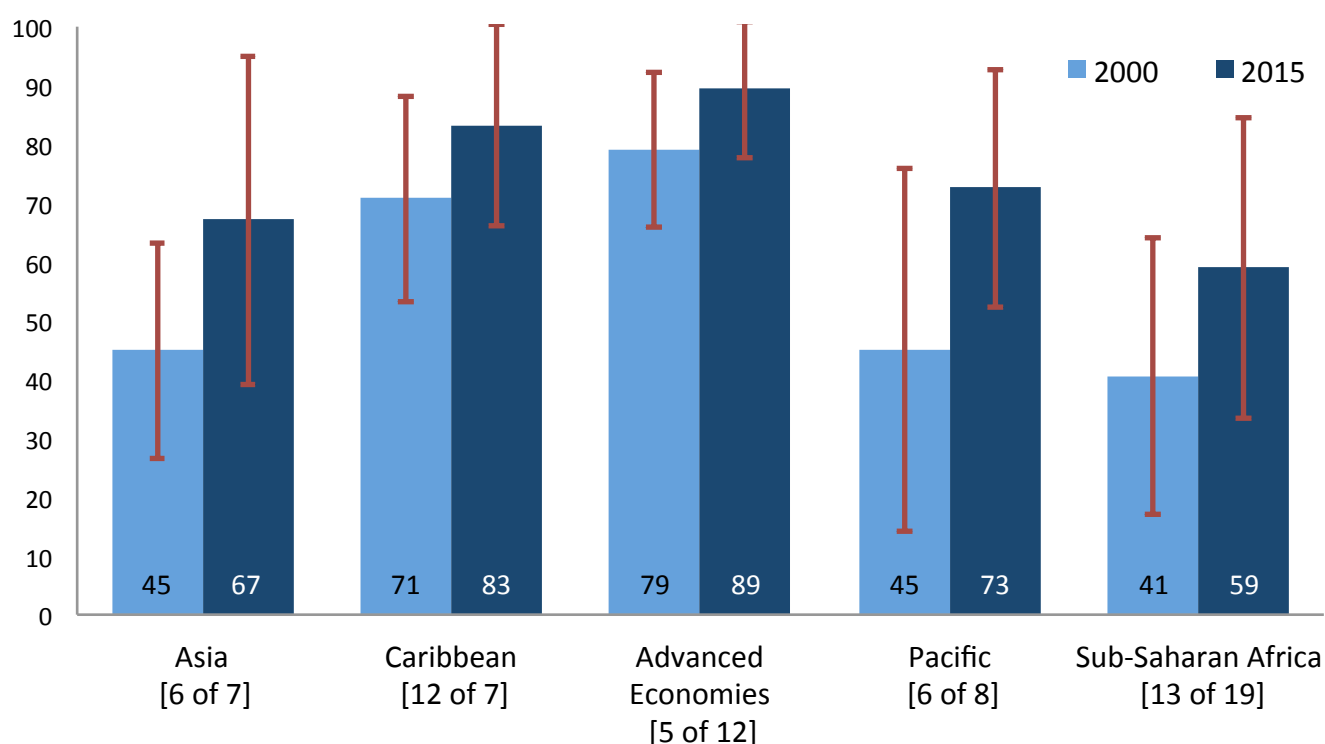
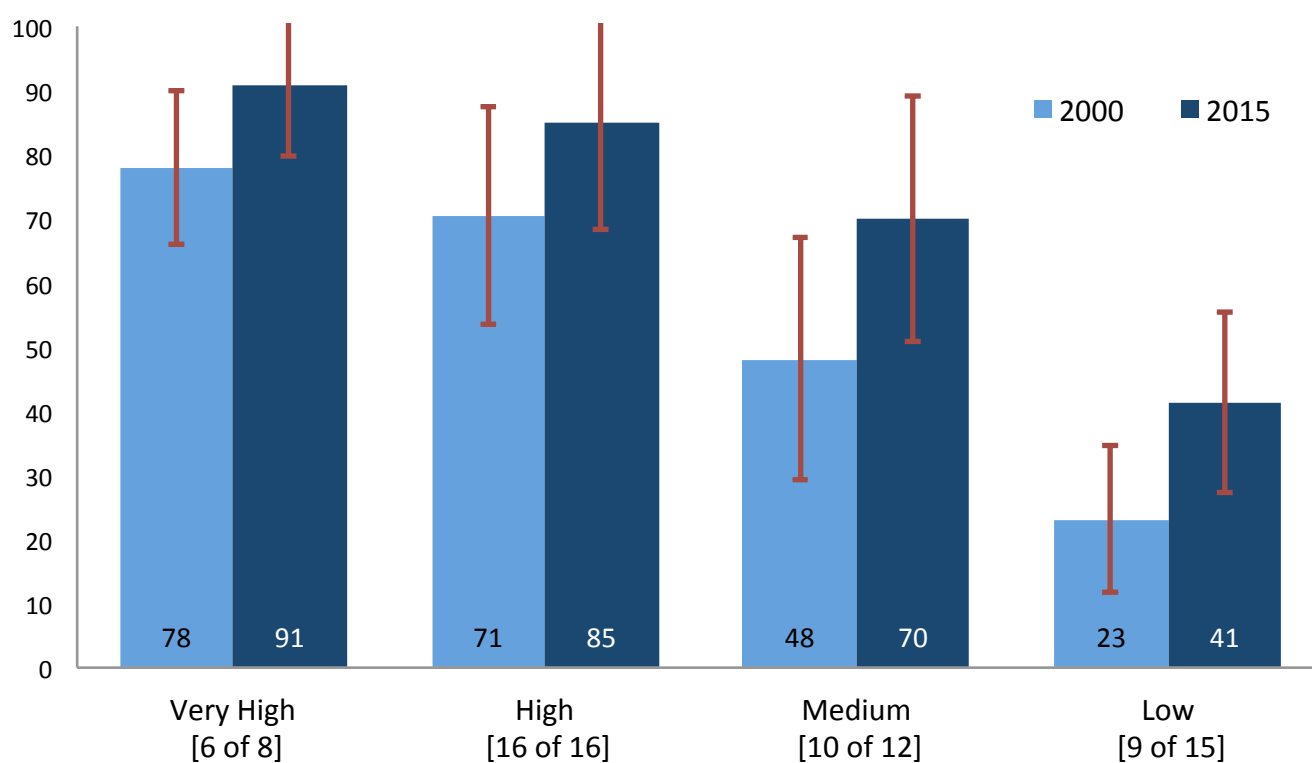


Chart 18: Upper Secondary Adjusted Net Enrolment Rate (ANER) Averages By Commonwealth Human Development Level (2000-2015)



4

Quality and Equity

Out-of-School Youth

Many low-income countries have high birth rates that make the problem of universalising education particularly difficult. Construction of schools to meet the needs of the demographics of 2000 would not be sufficient to meet the needs of the demographics of 2015. Despite growth in enrolments in many regions, the number of out-of-school children has also risen.

Nevertheless, in the Commonwealth as a whole the number of primary-aged out-of-school children has fallen. According to UIS estimates, the Commonwealth had 43.5 million out-of-school children in 2000. At that time, 45% of them were in Medium HDI countries and 54% in Low HDI countries. Geographically, 61% were in Asia and 39% were in Sub-Saharan Africa. Our estimates indicate that the Commonwealth had 17.2 million out-of-school children in 2015 (see Chart 19 on page 49). This is a large number, but represents substantial progress on EFA Goal 2/MDG Goal 2.

The data suggest that Asian Commonwealth countries have 21.5 million fewer primary-aged out-of-school children in 2015 than 2000, representing an 80% decrease. The greatest achievement was in India. Estimates also show a less pessimistic portrait in Sub-Saharan Africa than was evident in the 2012 edition of this book (Menefee & Bray 2012). While the numbers are not small, they are decreasing. The number of out-of-school children in Sub-Saharan African Commonwealth countries is estimated to have dropped from 16.8 million in 2000 to 11.8 million in 2015. However, in Nigeria 1.9 million more children are thought to be out of school in 2015 compared to 2000 - a 27% increase.

The number of out-of-school youth of lower secondary age remains problematic, but progress is strong. An estimated 17 million fewer out-of-school youth are in this age band in 2015 than in 2000. Yet this still leaves 16.4 million youth out-of-school. Because upper secondary enrolment is usually non-compulsory, out-of-school youth have not been presented here numerically in the way that charts present figures for earlier levels.

The African number is difficult to compute because no data are available for Nigeria and only one data-point is available for Uganda. Excluding Nigeria and Uganda, there are an estimated half a million fewer youth of lower secondary school age in 2015 than the 1.8 million in 2000 (see Chart 69 on page 101). Ghana, South Africa and Kenya achieved major progress in reducing the number of out-of-school youth. South Africa,

in particular, is noteworthy for having reduced the number from nearly 200,000 in 2000 to 2,400 in 2015.

For reasons that are not clear, Advanced Economies have a growing problem of out-of-school youth (see Chart 23 on page 52). The estimates show 21,000 in Australia in 2000 but 34,000 in 2015. In the United Kingdom, figures likewise grew from 9,000 to 29,000. Even in New Zealand the number doubled from just 500 in 2000 to 1,200 in 2015. Cyprus, however, saw a significant reduction: 1,500 in 2000 to below 400 in 2015.

In the Pacific, the number of lower secondary out-of-school youth grew in Solomon Islands from 3,000 to 16,000. Tonga grew from 1,000 to 2,500. No data are available for lower secondary out-of-school youth in Papua New Guinea, but the number is likely above 100,000. Vanuatu and Fiji, on the other hand, saw significant reductions. In the Caribbean, the number of out-of-school youth was halved from 25,000 to 13,000. Jamaica deserves special note for progress, dropping from 16,000 to 2,200. Guyana, on the other hand, showed an increase from 1,100 to nearly 5,000.

Collectively, this means that there are approximately 35 million out-of-school children and youth in the Commonwealth. This is down from 77 million in 2000. If current trends persist, we should not expect the problem to be resolved in the next few years. Our estimates indicate there will still be 16 million children out of primary school and 17 million out of secondary, for a total of 33 million students. The rate is falling at roughly 400,000 a year. It would take 78 years for the number to fall to zero at this rate.

Chart 19: Estimated Proportion of Primary-Aged Out-Of-School Youth By Commonwealth Region in

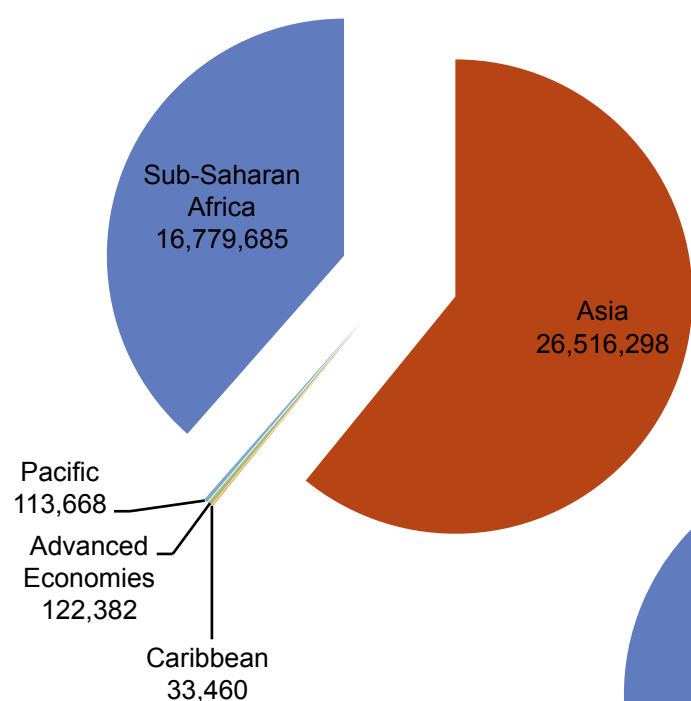


Chart 20: Estimated Proportion of Primary-Aged Out-Of-School Youth By Commonwealth Region in 2000

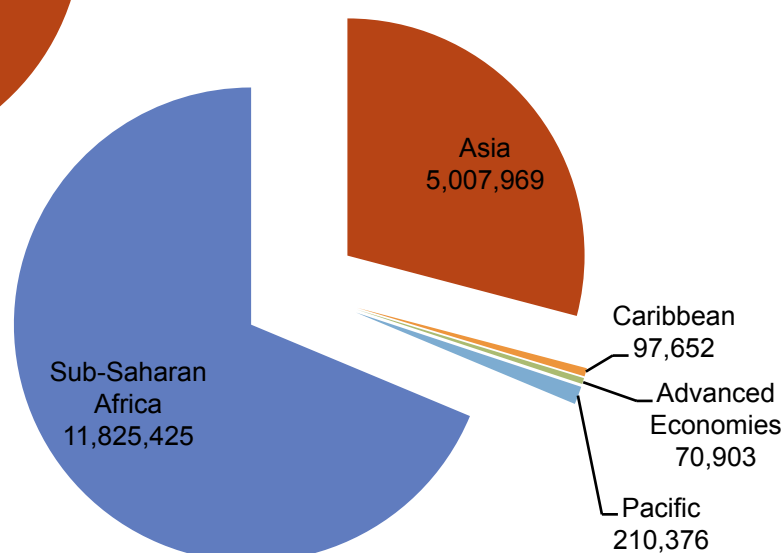


Chart 21: Primary Aged Out-of-School Children Numbers in Medium HDI Level Commonwealth Countries (2000-2015)

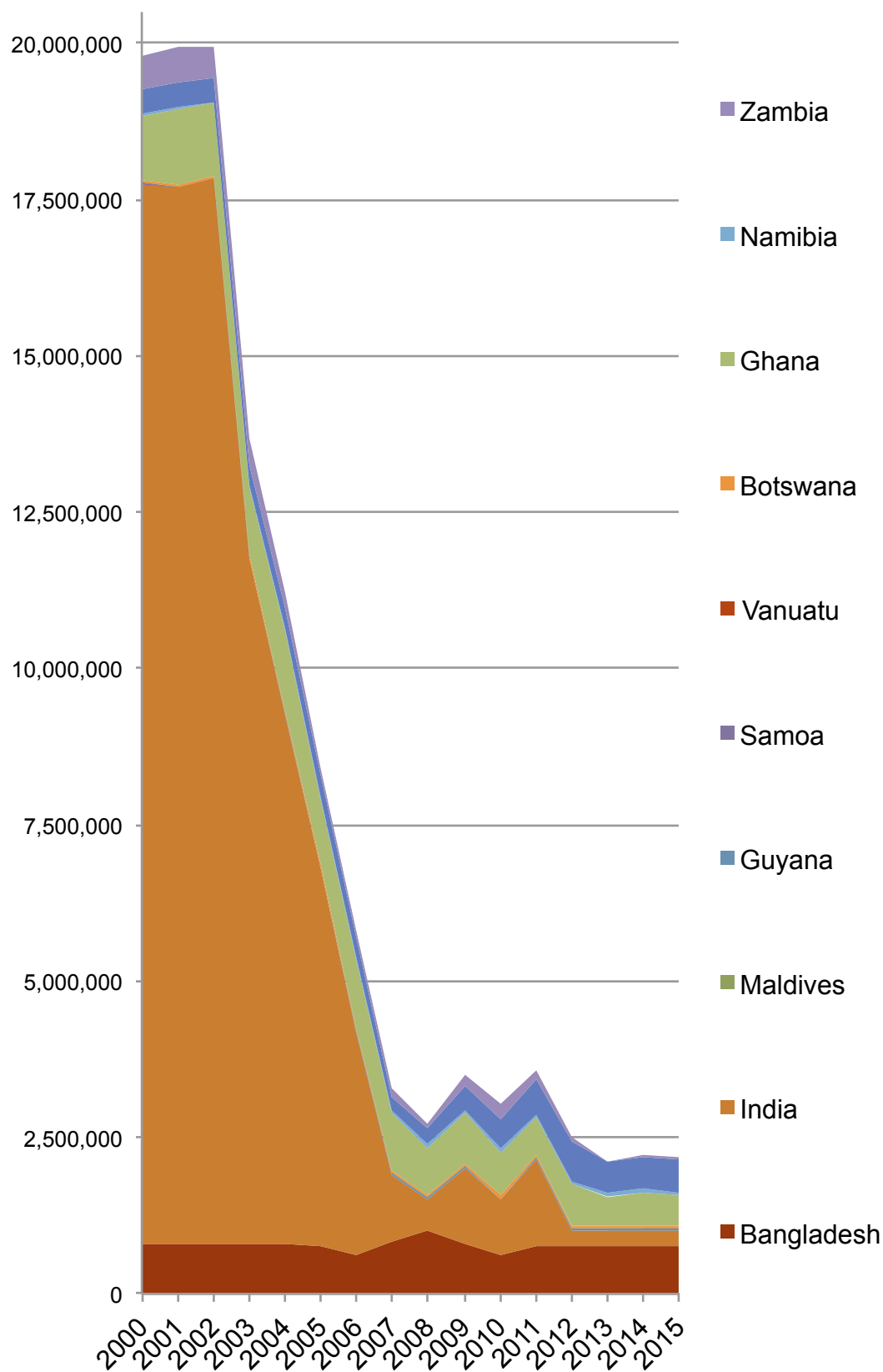


Chart 22: Primary Aged Out-of-School Children Numbers in Low HDI Level Commonwealth Countries (2000-2015)

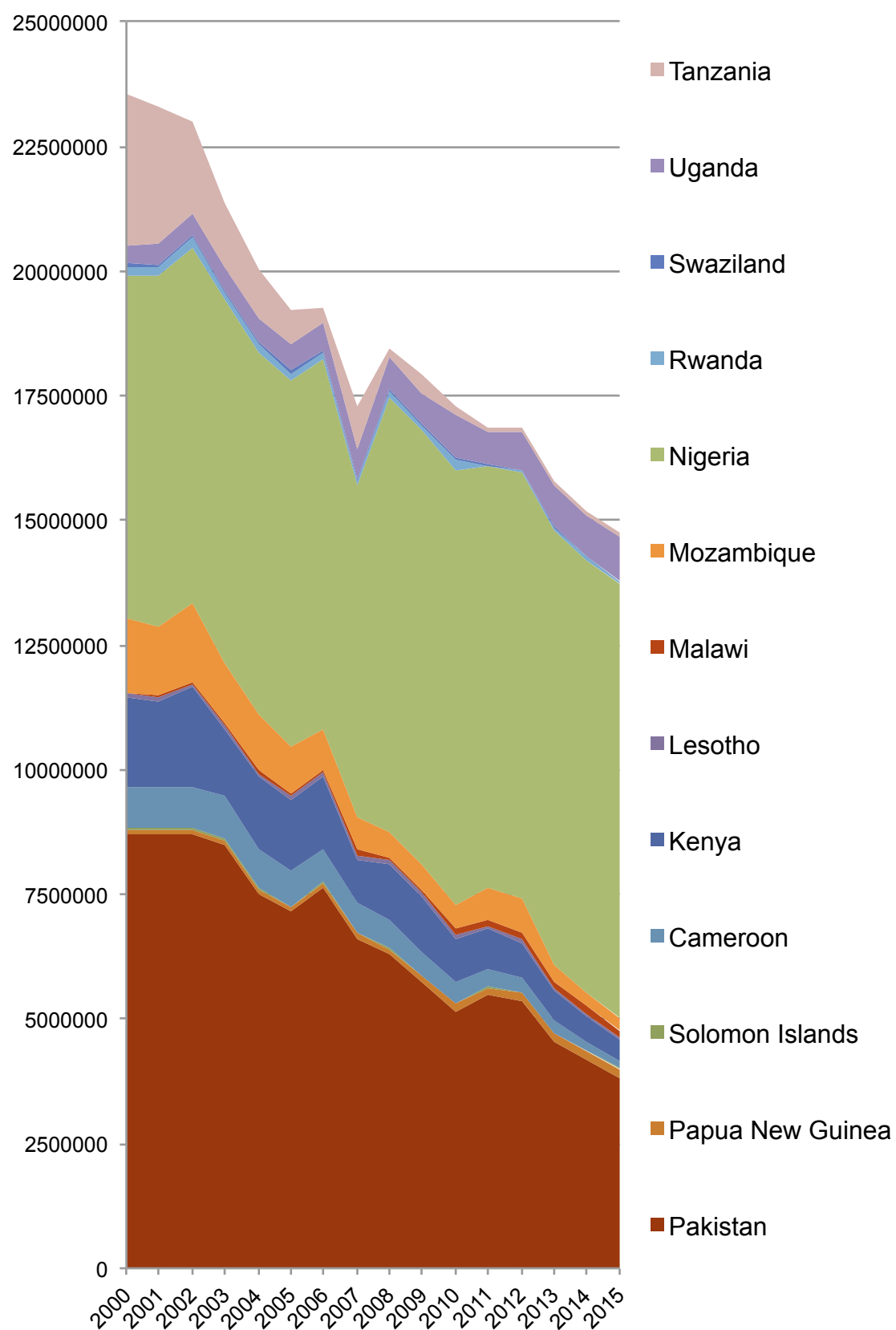


Chart 23: Primary Aged Out-of-School Children Numbers in Very High HDI Level Commonwealth Countries (2000-2015)

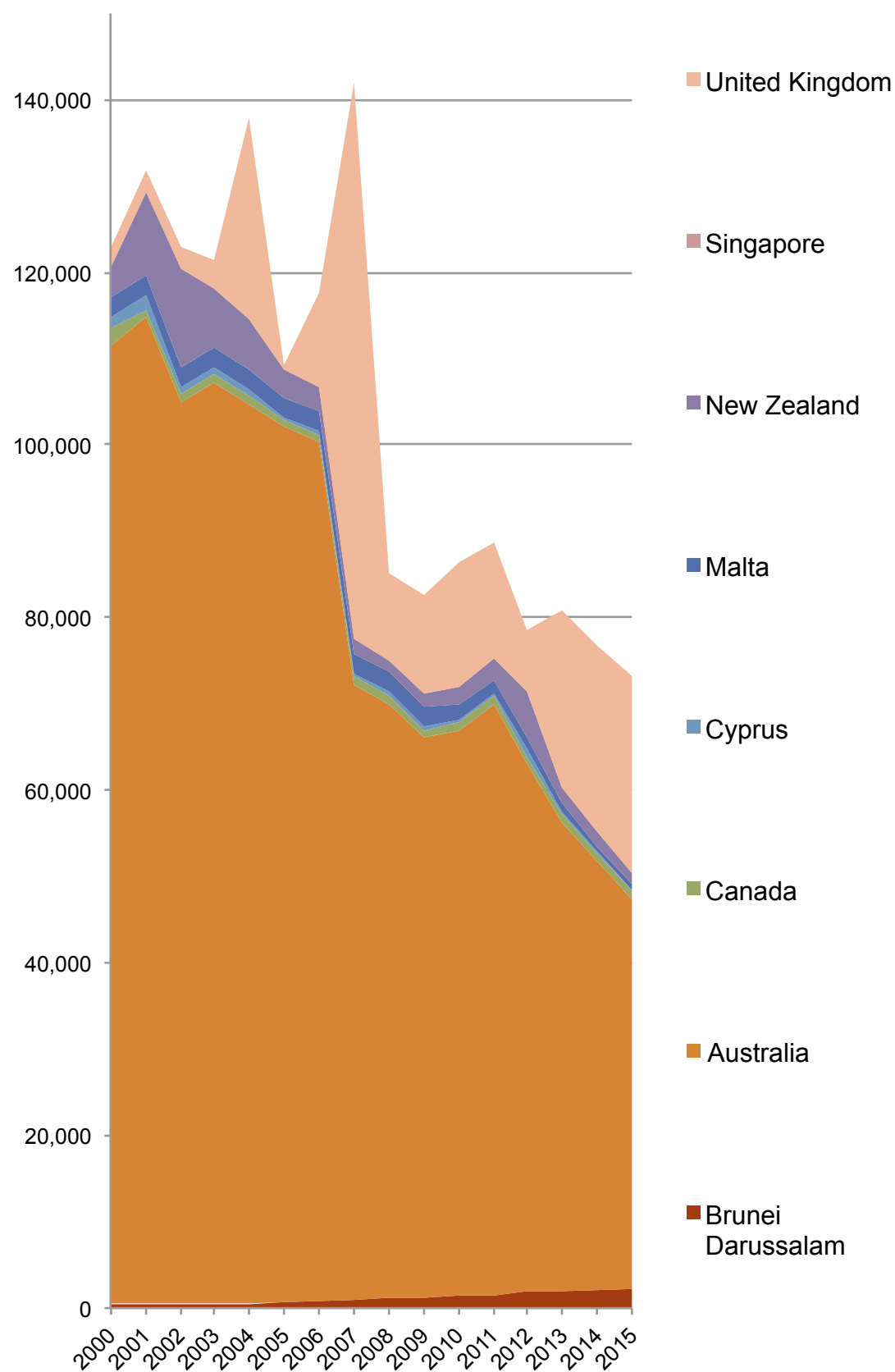
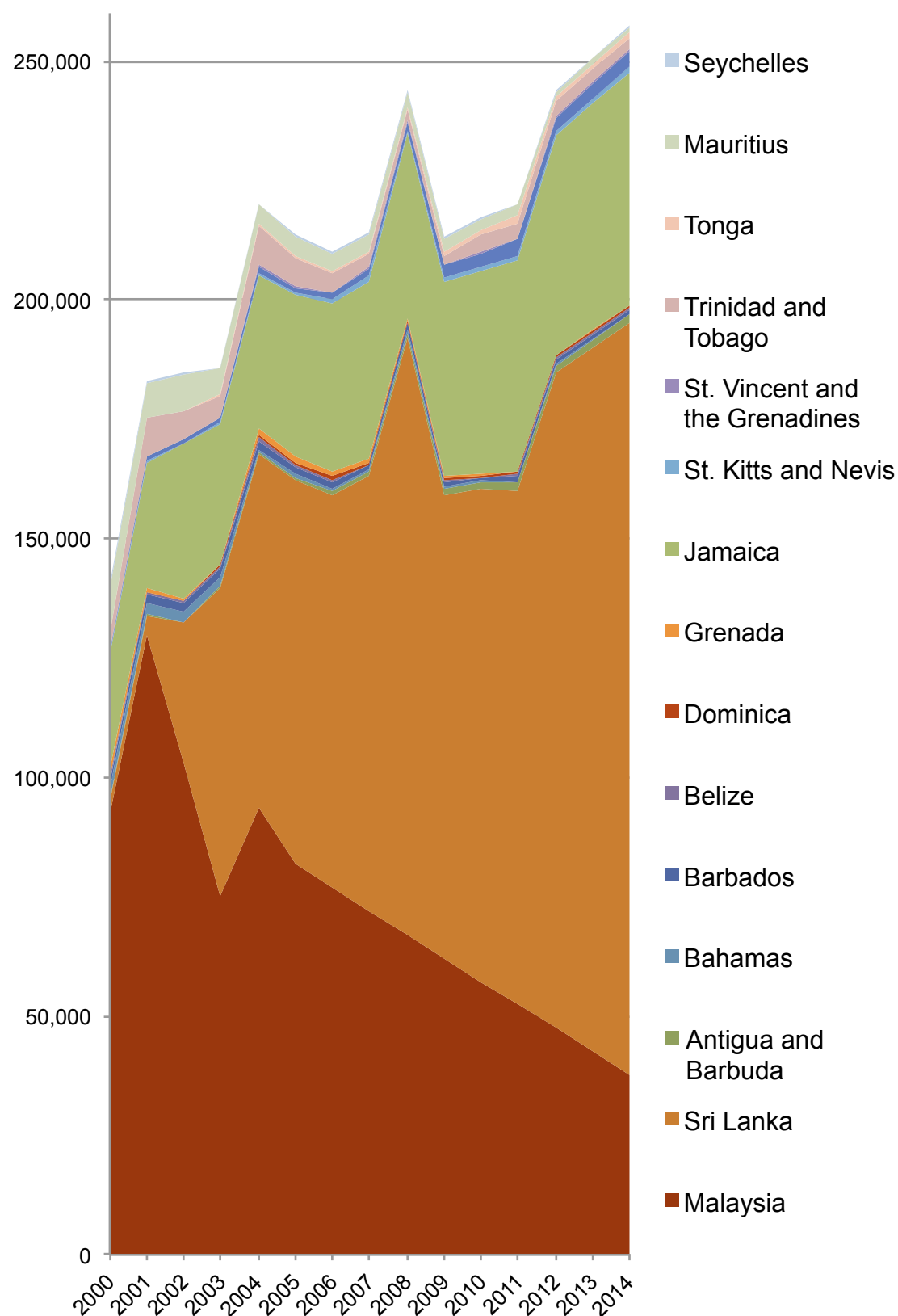


Chart 24: Primary Aged Out-of-School Children Numbers in High HDI Level Commonwealth Countries (2000-2014)



Youth Unemployment

Youth unemployment numbers are widely considered particularly problematic, in part because most developing economies have large informal economies. Also, employment numbers do not capture the quality of employment, its full- or part-time status, and whether it is long-term or temporary. The International Labour Organisation has been developing new tools to handle these challenges.

Looking at the 2000-2015 trend, youth unemployment is lower across the Commonwealth with the exception of Very High HDI countries and their overlapping Advanced Economies grouping (see Chart 26 on page 55). Currently, youth unemployment is estimated to stand at 12% in Asia, 22% in the Caribbean, 16% in the Advanced Economies, and 19% in Africa. Across HDI levels, it is 15% in Very High, 17% in High, 26% in Medium, and 12% in Low. However, some countries do not have sufficient data.

Krugman (2015) writes in the United States that “there’s no evidence that a skills gap is holding back employment”. King and Palmer (2010: 40) warn education planners about the politics of “skills-for-employment”. They stress that “education, training, and skills development do not produce jobs in the absence of an enabling macro-economic environment”.

High levels of youth unemployment should be read as a problematic macro-economic environment for youth, rather than a problem with education systems. In an analysis of historical Commonwealth socio-economic data, Menefee (2013) found few correlations between more schooling and economic performance indicators, with the exception of literacy rates. There are clearly links between education systems, economic performativity, and problems like youth unemployment, but they are complex and nuanced. Because current socio-economic performativity can not explained by educational performativity, we should question assumptions that place the burden of producing a more equitable, productive, and sustainable future on the shoulders of schools and teachers.

King and Palmer (2010: 51) write that, “more attention should be paid to promoting equitable access, quality training, and an environment in which skills can be productively utilized by the poor (and by the disadvantaged, vulnerable, and marginalized in general).” This attention should be balanced by legitimate concerns that vocational education is second class education for second class citizens. Upper secondary education should embrace diverse, equitable, and modular systems that help students transition from school to adult life.

Teachers

Teacher-pupil ratios were more than twice as high in Low HDI countries than Very High HDI countries, at 22:1 and 10:1 respectively. The estimates show that at 24:1 the ratios were even greater in Medium HDI countries, which have seen some of the strongest gains in expanding enrolment. High HDI countries sat nearer to Very High HDI countries with a ratio of 14:1.

The ratios dropped by between 29% and 39% in most clusterings: Very High HDI (35%), High HDI (29%), Low HDI (37%), Asia (33%), the Caribbean (32%), and the Advanced Economies (35%). Changes were slower in Medium HDI countries (16%),

Chart 25: Youth Unemployment Rate Averages By Commonwealth Region (2000-2015)

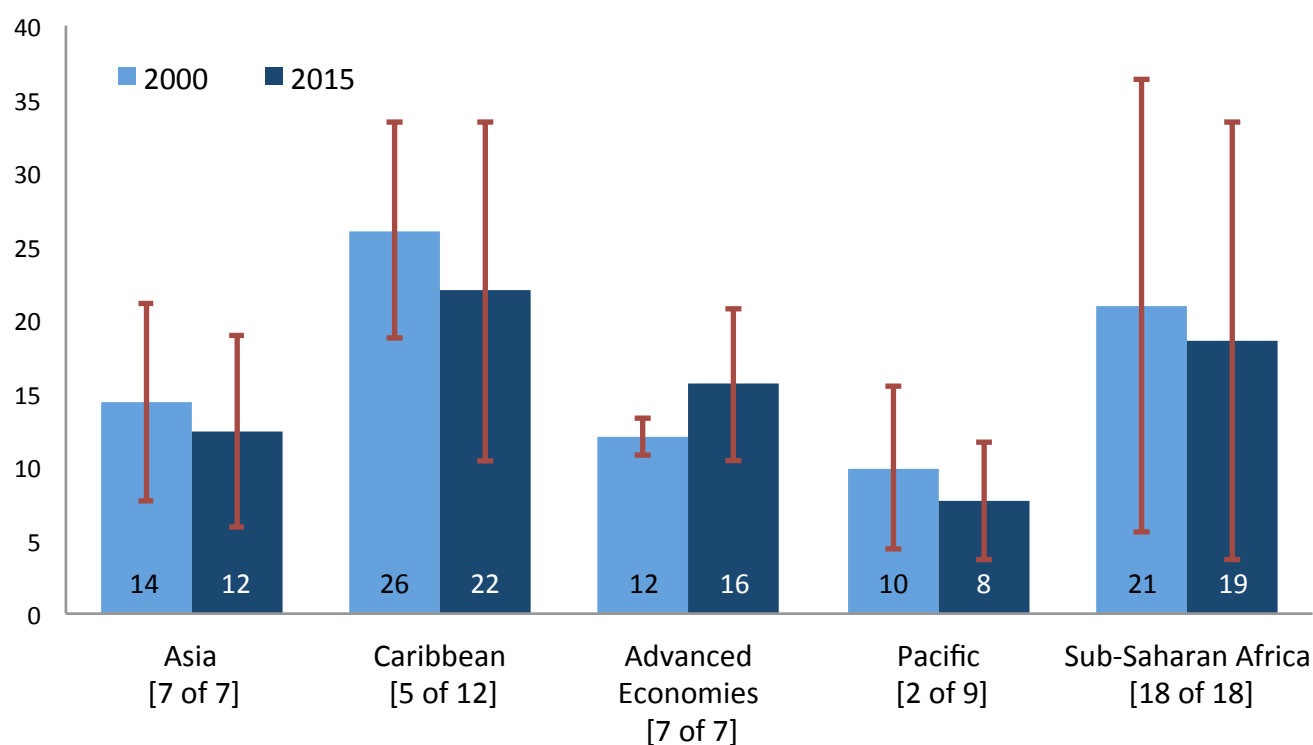
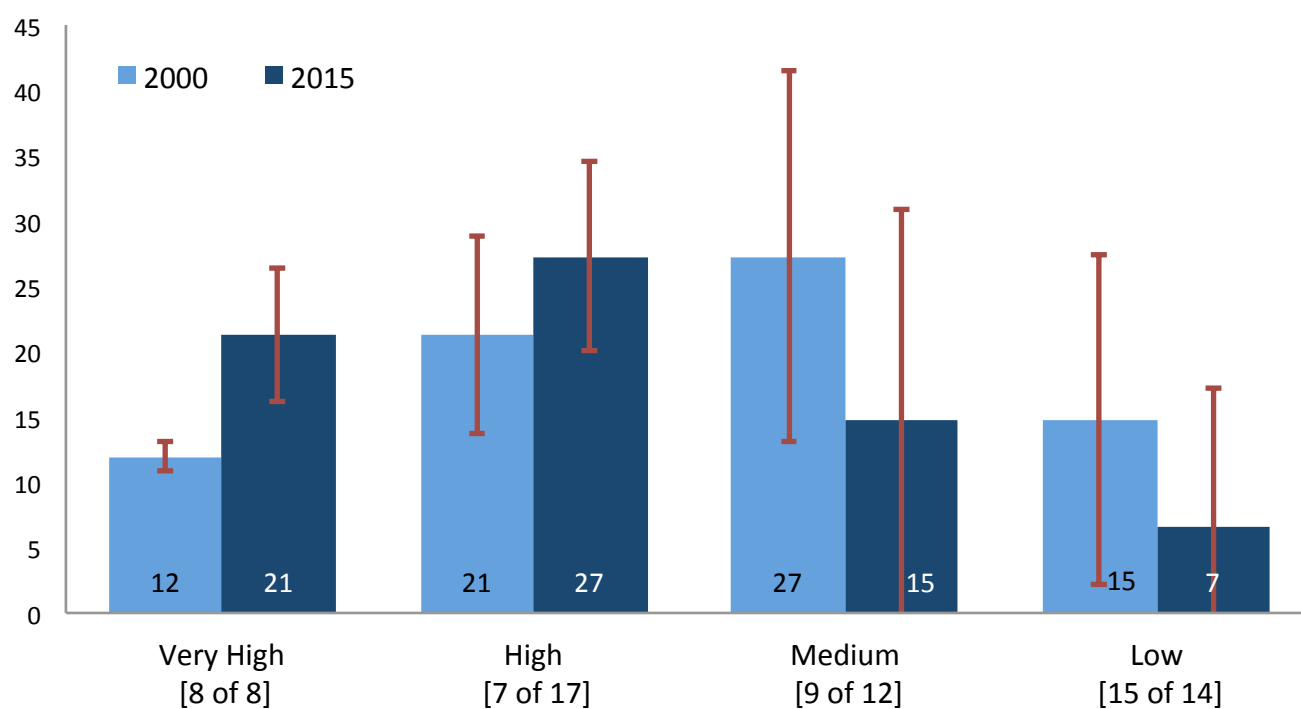


Chart 26: Youth Unemployment Rate Averages By HDI Level (2000-2015)



the Pacific (7%), and Africa (23%). Only nine of 19 African Commonwealth countries have sufficient data for analysis, and the standard deviation (16) and confidence interval (9) make it difficult to talk about ‘averages.’

Upper secondary teacher student ratios are nearly identical in 2015 in Asia, the Pacific, Advanced Economies, Africa, and by Very High HDI level. The ratio is 2.9 points lower in High and Medium HDI countries. Asia, the Caribbean, Very High HDI, and High HDI countries are all seeing significant reductions in the ratio in upper secondary. The Pacific, Africa, Medium HDI, and Low HDI countries are all seeing the ratios grows.

Gender Equity

The Muscat Agreement called for “all girls and boys [to] complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized”. This proposal expanded the meaning of ‘basic education’, and went beyond EFA Goal 2 in calling for universalization of lower secondary education.

Goal 4 of the proposed Sustainable Development Goals is “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Target 4.1 is “by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. This does not indicate the level of secondary education, so could be interpreted as being even more ambitious.

The Muscat Agreement placed less emphasis on girls’ education than the Dakar EFA goals. In 2000, Goal 5 was: “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.” By 2014, when the delegates assembled in Muscat, gender discrimination in enrolment towards girls had become less problematic.

The gender inequality against girls that exists in Commonwealth education in 2015 is found mainly in primary school. Even here, the disparities are not especially troubling (see Chart 27 on page 57). A few percent more boys are enrolled than girls, usually less than 3%. The most inequitable region for girls today is Asia, where the average GPI is .983. A class with 98 girls and 100 boys would produce this GPI.

In lower secondary, no HDI Level or regional averages of Gender Parity Index (GPI) measurements were unfavourable towards girls (i.e. below 1.0). Instead, the issue has become reversed. Very High HDI and Advanced Economy GPIs are the most equitable, at 1.01. In Low and Medium HDI countries, GPIs are inequitable (1.16) and show fewer enrolled boys than there should be. This is also the case in Africa, where the GPI average is 1.2 (see Chart 28 on page 57).

Chart 27: Primary ANER Gender Parity Index (GPI) By Commonwealth Region (2000-2015)

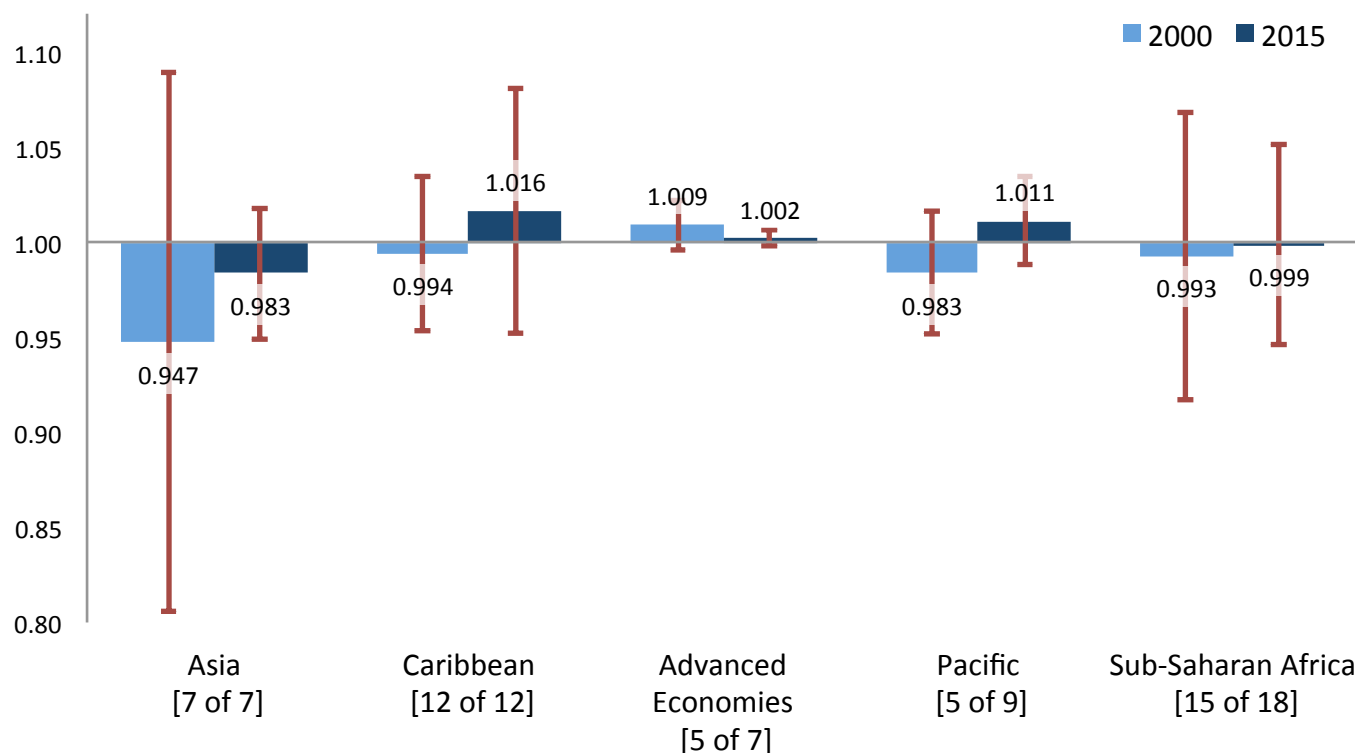
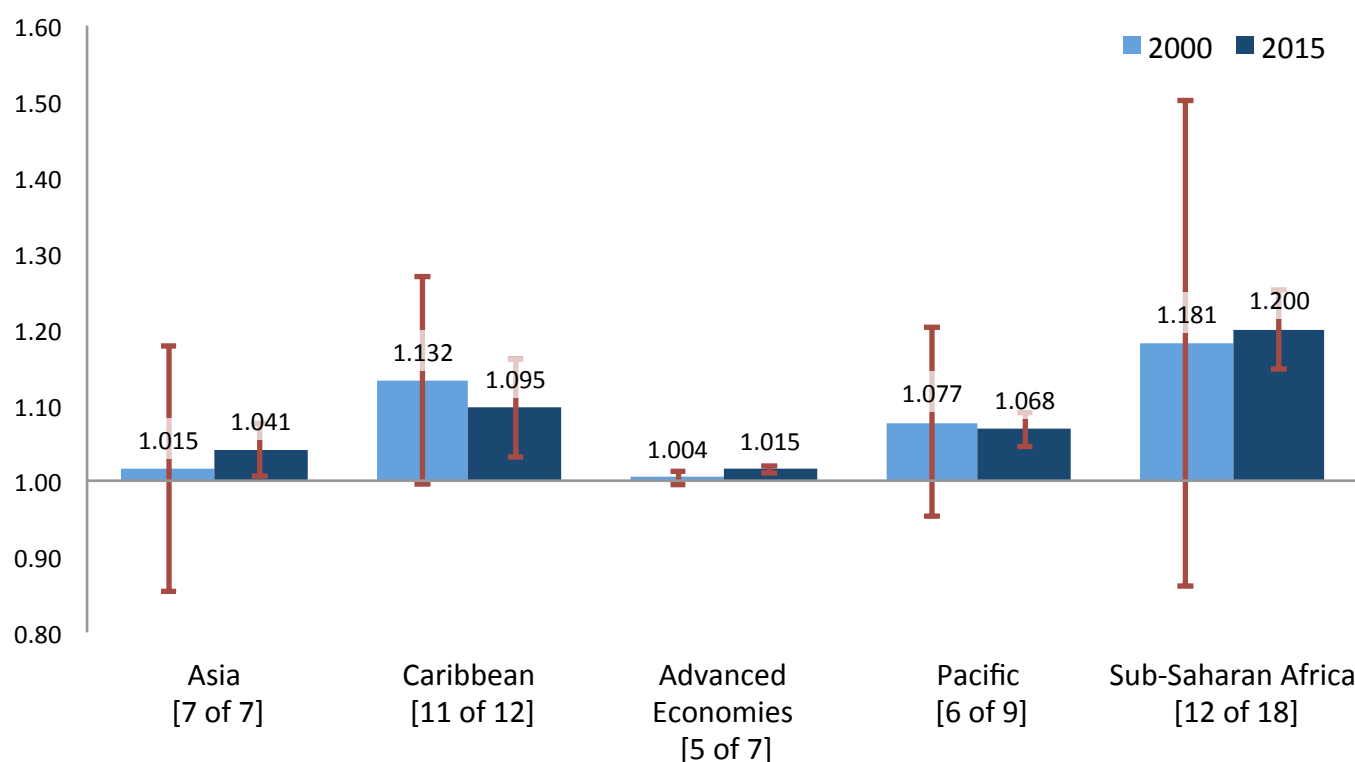


Chart 28: Lower Secondary ANER Gender Parity Index (GPI) By Commonwealth Region (2000-2015)



5

Learning Outcomes

The authors made a conscious decision to place learning outcomes in the quality section of the Report Cards rather than in the inequality section, though - like every other metric - there are also clear implications for inequality. Further, a decision was made not to report the learning outcomes data in “League Table” form, because much is lost in averages. As with so much else in this report, multiple numbers are provided rather than a single metric.

The numbers discussed below come from the three most prominent international learning assessments: SACMEQ, TIMSS-PIRLS, and PISA. More information on methodology can be found in the Glossary at the end of this book. SACMEQ focuses on eastern and southern Africa, PISA is mostly conducted in advanced and middle-income economies, and TIMSS-PIRLS is the most widely distributed. Though numbers have different performativity thresholds and underlying methods, all three assessments report the percentages of students scoring above and below the highest and lowest thresholds.

The designated threshold levels vary for literacy and numeracy. The cut-off point for lowest threshold literacy levels in Commonwealth countries was 18% for SACMEQ (see Chart 32 on page 61) and 11% for PIRLS (see Chart 33 on page 61). With mathematics the numbers were 32% for SACMEQ, 28% for TIMSS, and 25% for PISA. At the top end for reading, 10% scored the highest threshold in PIRLS and 5% in SACMEQ. At the top end of mathematics, the threshold was 9% for PIRLS, 15% for PISA, and 1.4% for SACMEQ.

Among the assessments, TIMSS 2011 mathematics had the greatest diversity of scores from Commonwealth countries, with Australia, Botswana, Ghana, Malta, Malaysia, Singapore, and New Zealand reporting. *Chart 30: Distribution of TIMSS 2011 Maths Scores* (page 59) shows inter-country inequalities. Singapore is a notable outlier in that 46% of pupils taking the assessment scored at the highest performance benchmark. By contrast, fewer than 1% of pupils in Botswana and Ghana were able to achieve the same results. In Malaysia 2% of students reached this level, while Australia, Malta and New Zealand reported 10%, 4% and 5% respectively.

At the other end of the scale, only 1% of Singaporean pupils were at the lowest performance benchmark. Australia, Malta and New Zealand had 11%, 12%, and 16% respectively. In Ghana, four out of five students (79%) scored at the lowest level, and two out of five (40%) did so in Botswana.

Chart 29: Distribution of SACMEQ 2007 Maths Scores

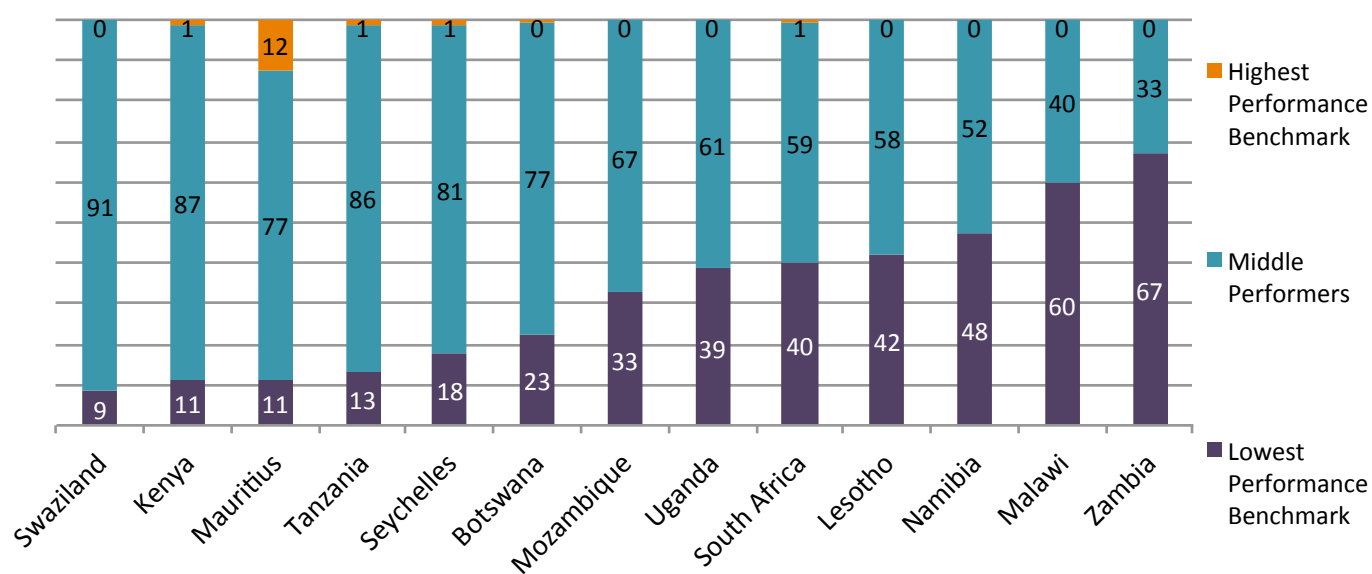


Chart 30: Distribution of TIMSS 2011 Maths Scores

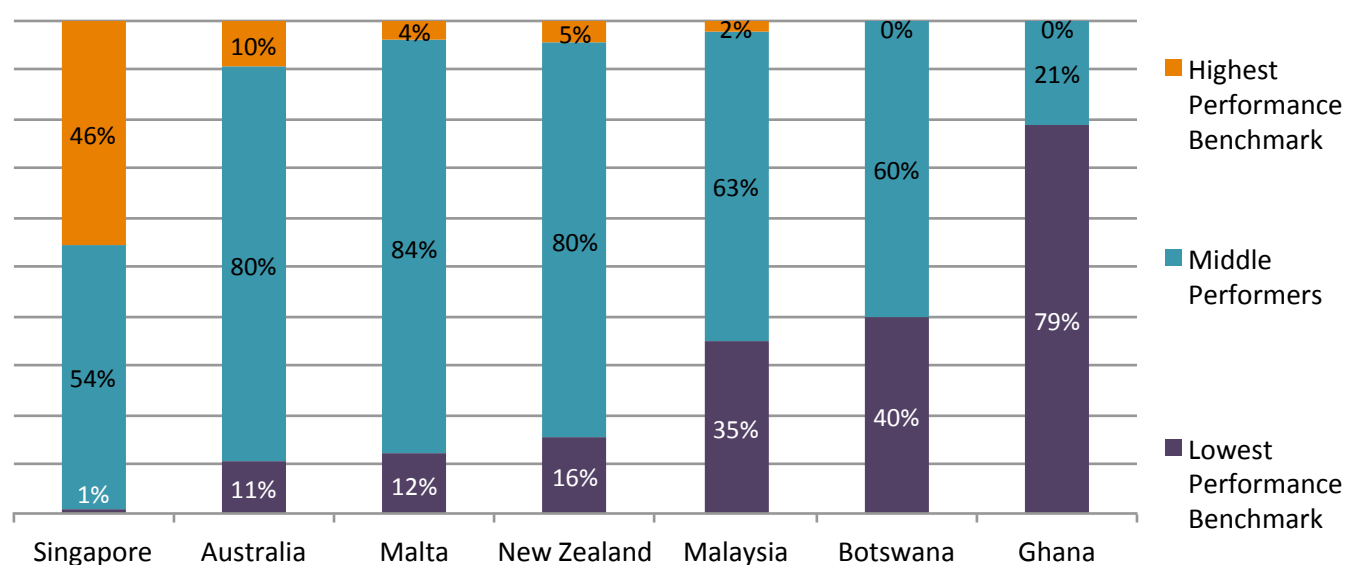
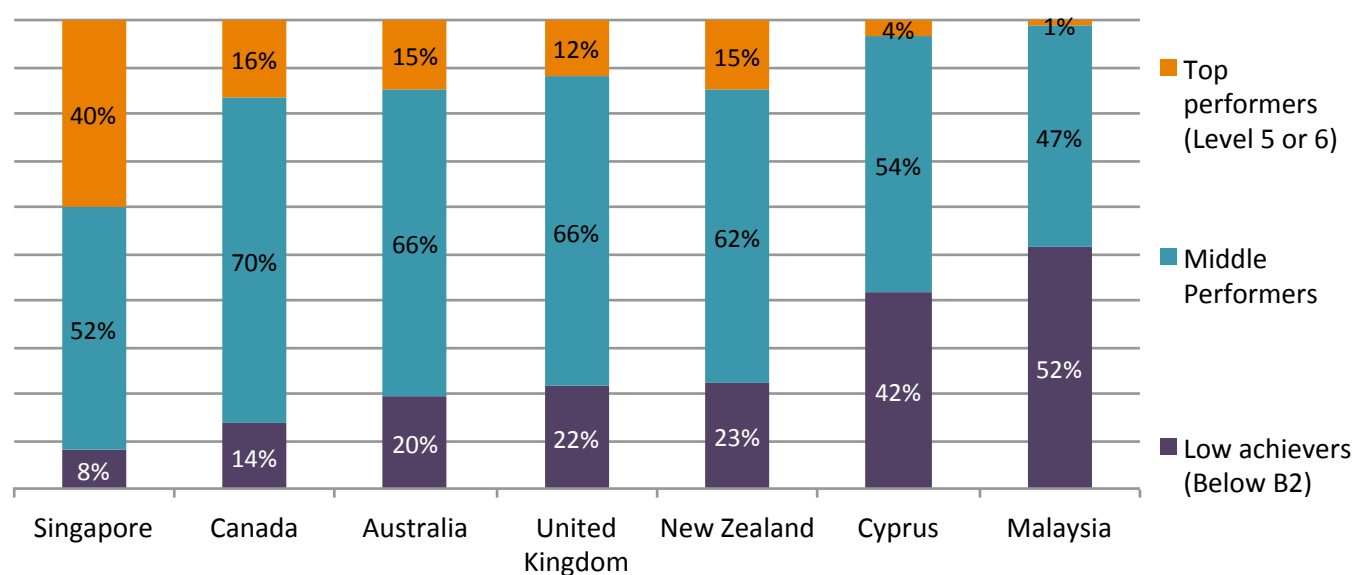


Chart 31: Distribution of PISA 2012 Maths Scores



Learning Outcomes as Quality Indicators

What do these numbers indicate about quality and inequality? In part, the answer depends on conceptual approaches. UNESCO, the World Bank and most development institutions and national governments commonly emphasise human capital. These scores would roughly translate into skills that are bought and sold in international marketplaces. On this interpretation, lower assessment scores would indicate lower levels of human capital being produced in education systems.

Elaborating, in this framework one might make a model that assumes equal school population sizes for the different countries and gives all top scorers five units of human capital, middle scorers three, and the lowest scorers one. In this system, Singapore would be producing 391 units of mathematics-based human capital, while Ghana and Botswana would be producing only 143 and 221 respectively. Australia, Malta, New Zealand, and Malaysia would be producing 301, 285, 281, and 235 respectively.

In the standard human capital model, Singapore would be a hub of science, research, and technology. Ghana and Botswana would be at a significant disadvantage in developing or recruiting high tech firms because the students, who would then be workers, would require significant investments in extra training. On a more practical level, average students in Singapore or Australia would much more easily enter top universities outside their countries than average students in Botswana. The scores also give potential employers and universities the means to challenge the value of a Ghanaian degree and accept the value of a Singaporean degree.

Looked at through the increasingly popular lens of New Public Management, Singapore would be considered more efficient than the other countries. The same number of years of schooling would translate into 2.7 times more human capital per year of schooling in Singapore than in Ghana. This view would be complicated by the fact that Singapore, by our estimates, is spending US\$13.80 per day per student while Ghana spends US\$0.37. Thus, Singapore achieves 2.7 times higher production for 43 times the price. Ghana is spending US\$0.81 per year per unit of mathematics-based human capital in this model, while Singapore is spending US\$12.88.

A further message allied to this analysis concerns the likelihood of diminishing marginal returns on the investment. Singapore is employing a very expensive strategy to achieve world-leading results that most Commonwealth countries cannot afford. Early gains in mathematics-based human capital are cheaper than later gains. It is questionable, then, whether countries like Ghana and Botswana should aim through their education systems to cater for the same markets as Singapore.

Learning Outcomes as Inequality Indicators

The next question concerns inequality within countries. One might start with the assumption that large numbers of children 'left behind' early in their lives will remain at a significant disadvantage for the rest of their lives. This is to say that in a country like Ghana, there is legitimate fear that those 79% of children scoring at the lowest mathematics threshold are facing the educational dimensions of the 'poverty trap'. It will be difficult for them to reach higher levels of education and then to compete for the best jobs.

Chart 32: Distribution of SACMEQ 2007 Reading Scores

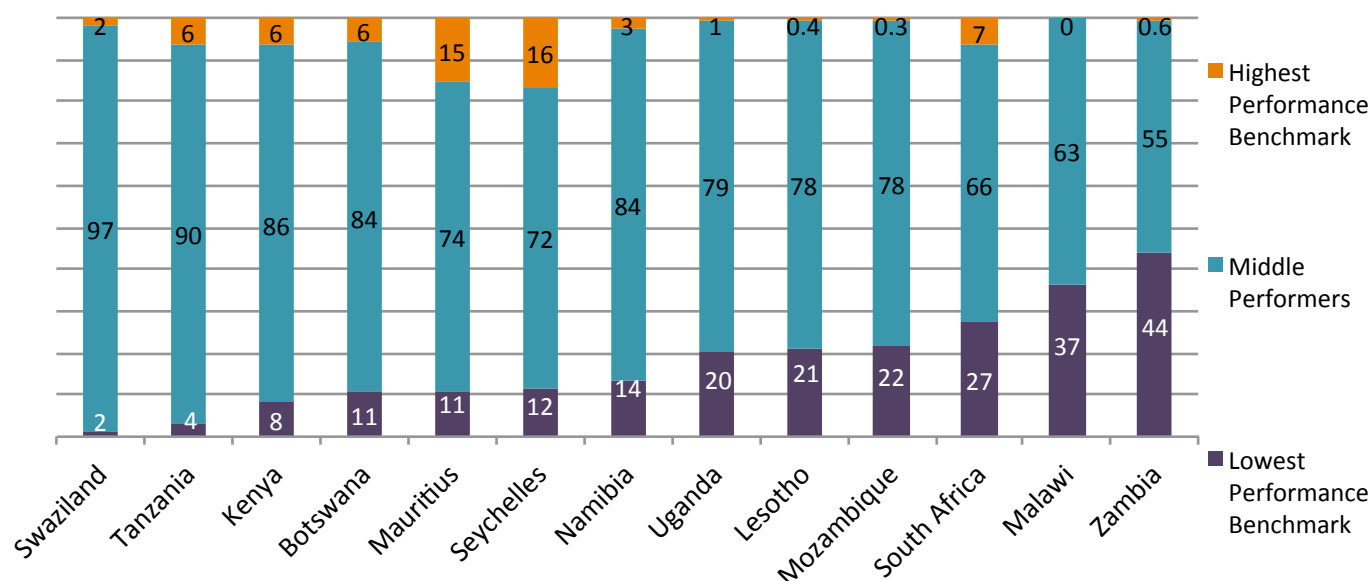


Chart 33: Distribution of PIRLS 2011 Reading Scores

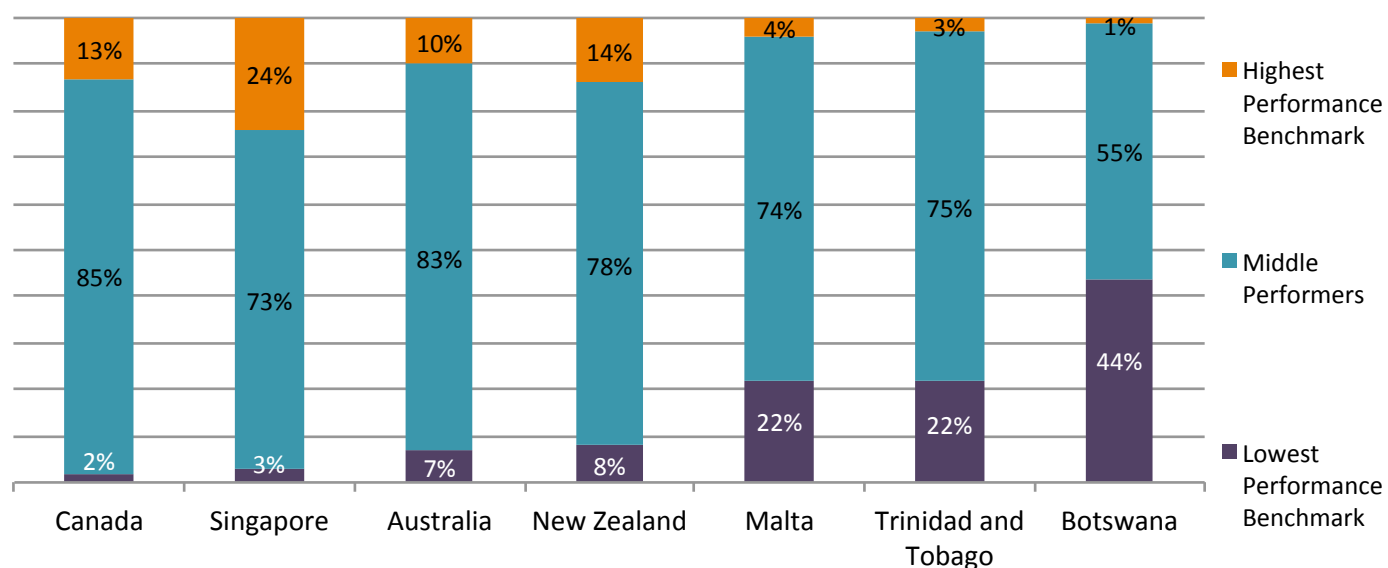
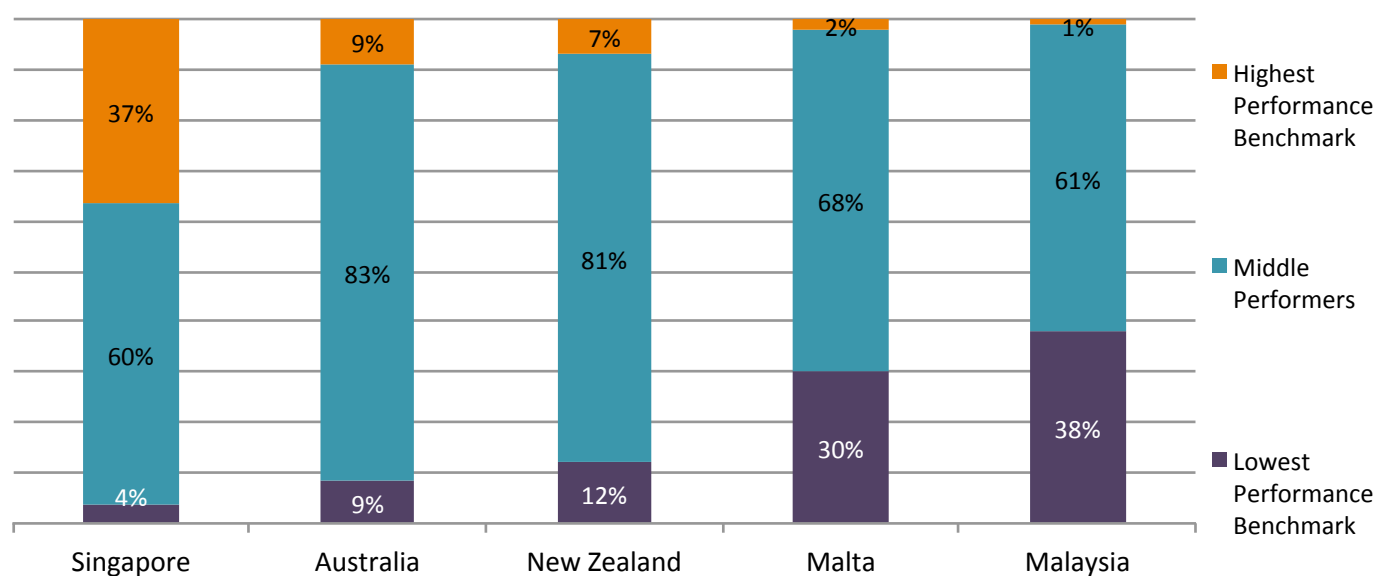


Chart 34: Distribution of TIMSS 2012 Science Scores



Nevertheless, in Ghana almost no students scored at the highest threshold and only 20% scored above the lowest threshold. The question of inequality becomes different when nearly everyone is afflicted by the same problem. Terms like ‘marginalization’ become muddled when four out of five students perform at the same low level in mathematics assessments.

One might instead argue that the real inequality is in Singapore, where 46% of students perform at the highest level and 54% score in the middle brackets. To take a non-human capital approach (see Tilly, 2012), were both countries to have economies that can produce middle-class jobs for one third of the population, low mathematics scores would likely be less a hindrance to upward mobility in Ghana than in Singapore.

Finally, we might turn to mathematics to resolve the question of whether Singapore

Chart 35: Comparative Inequality Measurements of TIMSS 2011 Maths Scores

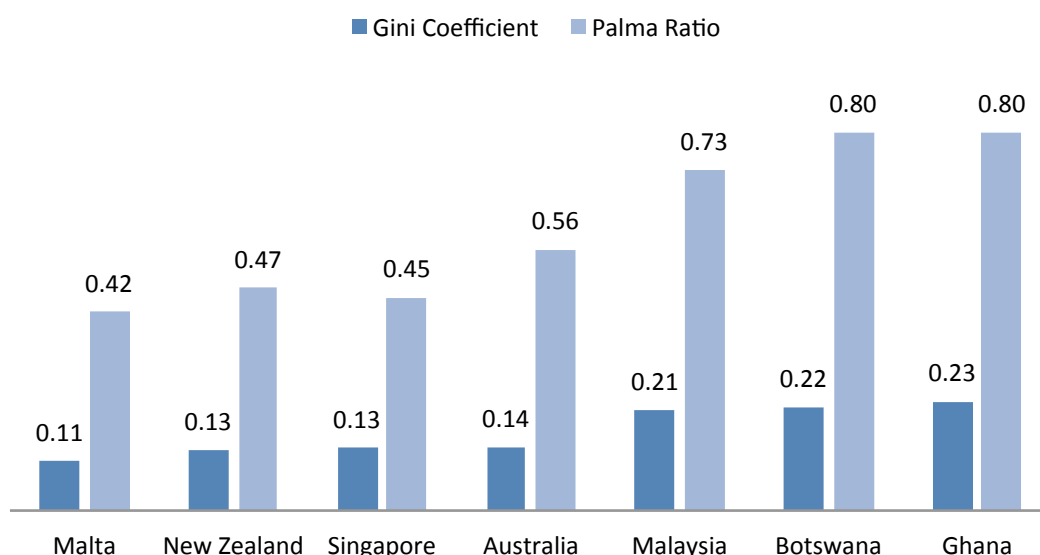
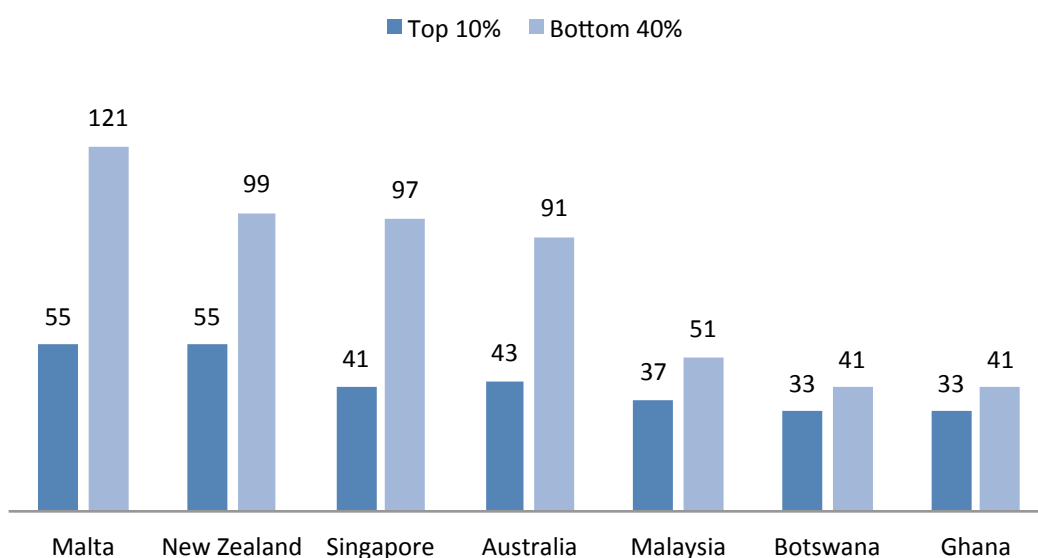


Chart 36: Comparative Distribution of TIMSS 2011 Maths Scores Converted into Theoretical Units of Human Capital



or Ghana have more inequitable learning outcomes. The most common metric for measuring income inequality is the Gini coefficient, where 0 represents perfect equality and 1 represents perfect inequality. Using the human capital model discussed earlier, Singapore has a mathematics learning Gini coefficient of .13 and Ghana has .23 (see Chart 35 on page 62). Malta has the most equitable outcomes, scoring .11.

An alternative approach being advocated is Palma ratios. Some argue that Gini coefficients do not capture the extremes of inequality very well. Palma resolves this problem with a ratio of the top 10% and the bottom 40%. Using our mathematics human-capital model, the top 10% of Singapore possess 55 units of human capital compared to Ghana's 33. The bottom 40% of Singapore possess 121 units compared to Ghana's 41 (see Chart 35 on page 62, producing Palma ratios of .45 and .8 respectively (see Chart 35 on page 62). Ultimately, both Gini coefficients and Palma ratios find Singapore's TIMSS mathematics learning outcomes almost twice as equitable as Ghana's.

Future Trajectories in Measuring Learning

In 2012 the Brookings Institute and the UNESCO Institute for Statistics assembled the Learning Metrics Task Force (LMTF). In the course of 18 months, they partnered with 30 member organizations and 186 working group members from 118 countries. LMTF served two purposes: The first was a political mission to put learning on the Post-2015 Agenda. At this, they and a larger alliance behind them succeeded. In the 2014 Muscat Agreement, we find:

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.

In the May 2014 Working Draft of Indicators for Sustainable Development Goals, the Sustainable Development Solutions Network suggested that Goal Three of the Sustainable Development Goals (SDGs) be "Ensure Effective Learning for All Children and Youth for Life and Livelihood." The proposed Indicator 19 reads, "Percentage of girls and boys who master a broad range of foundational skills, including proficiency in reading and foundational skills in mathematics by the end of the primary school cycle (based on credibly established national benchmarks). At the time of writing, the indicator was yet to be developed.

The second aspect of the LMTF was the technical mission of trying to establish universal standards of what should be measured. One of their earliest innovations was establish seven domains of school-based learning: physical well-being, social and emotional, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, and science and technology. They then went to work establishing sub-domains across three levels of education: early-childhood, primary, and post-primary.

Three parallel trends in learning outcomes measurement and monitoring are emerging.

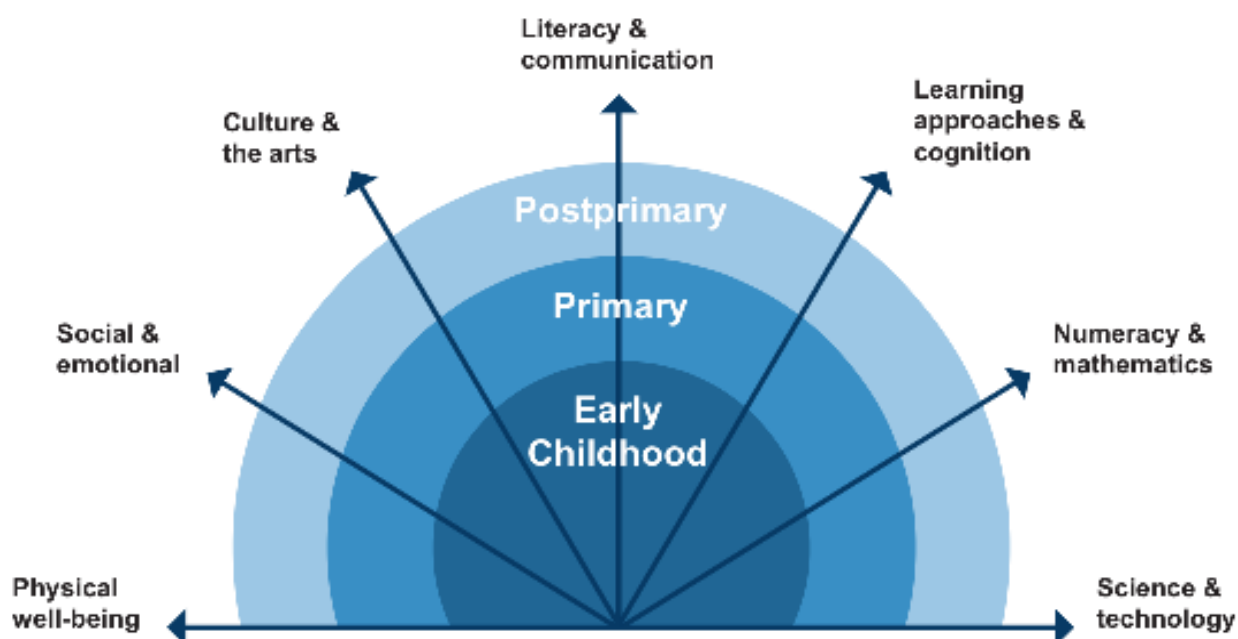
The first trend is that the Muscat Agreement and the Sustainable Development Goals are moving in the direction of nationally-defined learning targets. LMTF has acknowledged that 100 subdomains are too many for a global measurement framework (see Anderson, 2014). Because “there are no internationally recognized standards for defining “proficiency in reading”, “it is recommended that each country adopts and/or defines a core set of standards that can be assessed either through school-based or household-based assessments” (SDSN 2014: 52). It is further recommended that, “that each country adopts and/or defines foundational numeracy skills standards that, while being locally relevant, are referenced in some way to international benchmarks.”

The LMTF is now in the process of working with individual countries to develop the capacity to measure and monitor learning. At the same time, LMTF, UNESCO, UNICEF and other organizations are “developing international benchmarks for these indicators, recognizing the variation of education systems and contexts across countries” (ibid). Their goal follows recommendation of a “composite measure at the end of the primary school cycle” (SDSN 2014: 52).

The second trend is the growth of existing international learning assessments. The first PISA, which was conducted in 2000, included 32 countries (28 OECD countries and four partners.) The 2012 PISA had 65 participants. In an effort to expand their presence, OECD is introducing PISA For Development, “[a] project which aims to enhance the PISA tests and background questionnaires to make them even more relevant for a broader range of contexts, particularly those found in developing countries.” Similarly, TIMSS expanded from 25 participating countries for fourth grade assessments in 1995 to 52 in 2011.

Measuring learning outcomes has become a contentious field in education policy and research. The numbers PISA, TIMSS-PIRLS, and other comparative assessments generate become used by policy makers and political entrepreneurs to either boast of

Illustration 3: The Learning Metrics Task Force’s “A Global Framework of Learning Domains”



Source: *Toward Universal Learning: What Every Child Should Learn*, LMTF, 2013

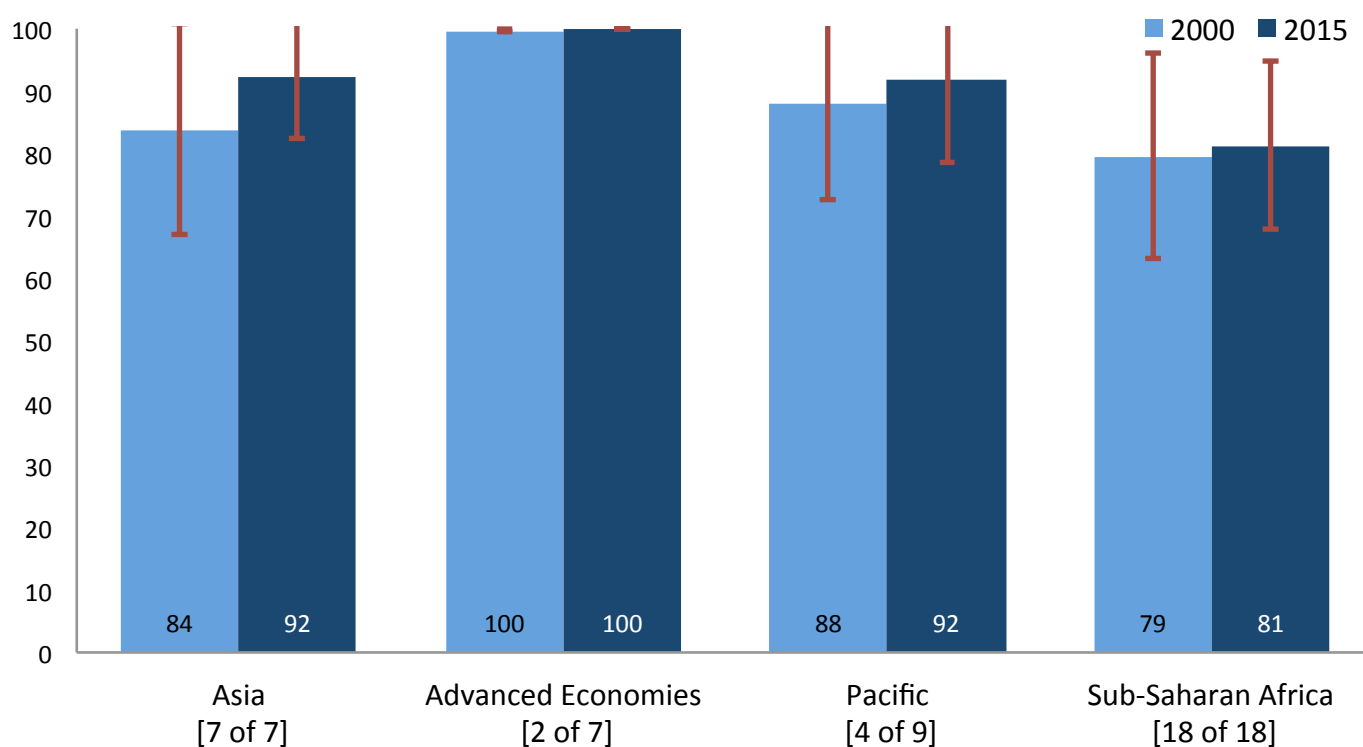
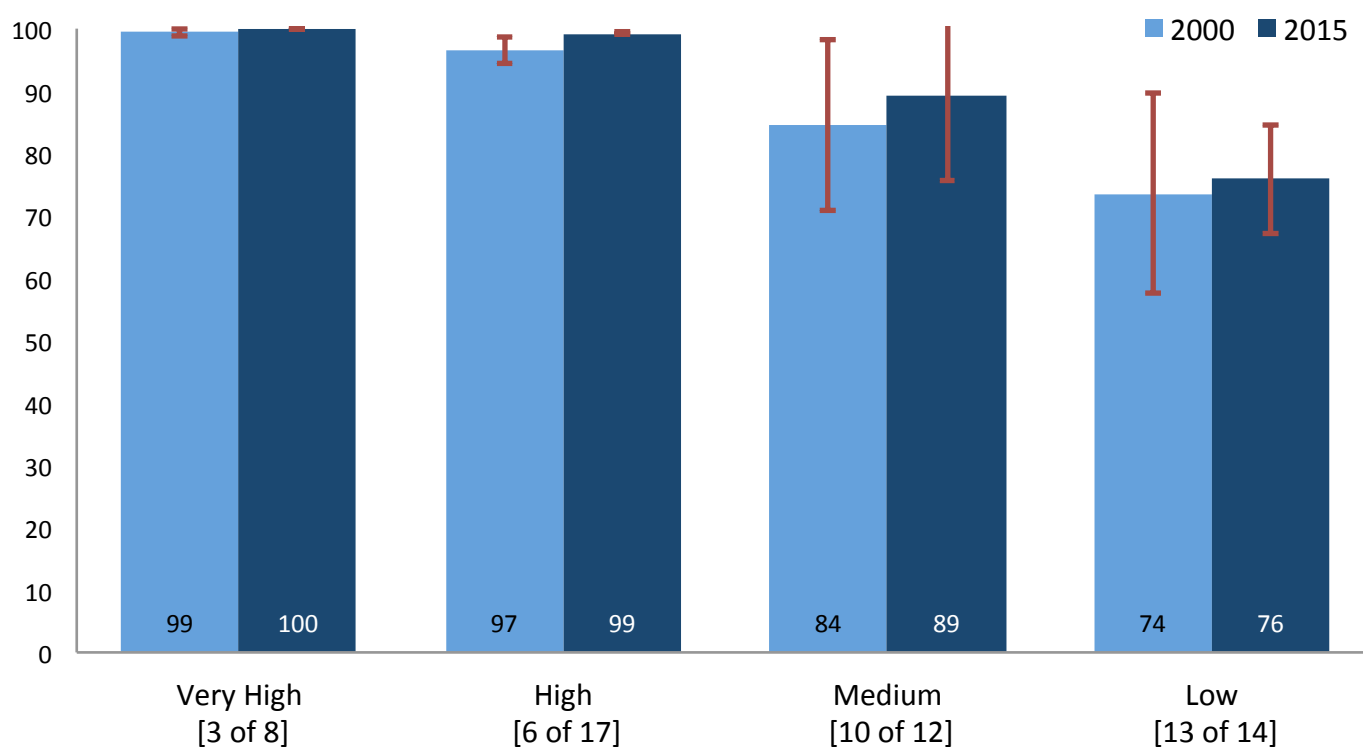
achievements or warn of losing international competitiveness. Learning outcomes in the form of standardized tests have been used in many countries as a benchmark for teacher quality.

Many also fear the inherent reductionism in assessments of this size. They tend to focus on mathematics, science, and literacy because they seem the easiest to internationally compare. Within this report, for instance, the TIMSS mathematics assessment had the broadest representation of Commonwealth countries. There are also unresolved issues over the nature of learning outcomes and curriculum. If specific set learning outcomes are prized and rewarded over others, they will tend to shape what is taught in classrooms.

What learning outcomes are measured, then, can have powerful impact on shaping curriculum. The careful wording of the Sustainable Development Goal is written to empower school systems to make their own locally relevant and useful benchmarks. Following this path will make league tables more difficult. League tables, however, are in vogue and there is a risk that existing international assessments will make the effort of assisted localization more difficult.

Table 3: The Learning Metrics Task Force's Proposed Sub-Domains for Primary-Aged Pupils

Physical Well-Being	Physical health and hygiene, food and nutrition, physical activity, sexual health
Social & Emotional	Social and community values, civic values, mental health and well-being
Culture & the Arts	Creative arts, cultural knowledge
Literacy and Communication	Oral fluency, oral comprehension, reading fluency, reading comprehension, receptive vocabulary, expressive vocabulary, written expression/composition
Learning Approaches and Cognition	Persistence & attention, cooperation, autonomy, knowledge, comprehension, application, critical thinking
Numeracy and Mathematics	Number concepts and operations, geometry & patterns, mathematics application
Science and Technology	Scientific inquiry, life science, physical science, earth science

Chart 37: Youth Literacy Rate By Commonwealth Region (2000-2015)**Chart 38: Youth Literacy Rate By Commonwealth Human Development Level (2000-2015)**

Literacy

EFA Goal 4, about literacy, is also difficult to measure. On this theme, the EFA Global Monitoring Report noted four discrete understandings (UNESCO 2005: 148):

- Literacy as an autonomous set of skills,
- Literacy as applied, practised and situated,
- Literacy as a learning process, and
- Literacy as text.

Even the first of these, which is the most common understanding insofar as it relates to skills of reading and writing, encounters challenges in definition and measurement, particularly when comparing across very different categories of languages such as Arabic and Chinese. Analysts may not agree on the intervals in measurements of literacy or on the instruments for securing those measurements.

Youth literacy moved from 84% to 92% in Asia, remained at nearly 100% in the Advanced Economies (though only two of seven countries submit data), 88% to 92% in the Pacific (with only four of nine countries reporting data), and with mild improvement in Sub-Saharan Africa, moving from 79% to 81% but with all countries reporting data (see Chart 37 on page 66). By Human Development Index Levels, Very High and High averages remained stable and almost universal, while Medium HDI countries moved from 84% to 89%, and Low HDI countries moved from 74% to 76%. Of all the goals, EFA Goal 4 might have had some the weakest progress (see Chart 38 on page 66). Along with EFA Goal 3, it might be classified as one of the neglected if not forgotten goals.

6

Financing and Development Assistance

Spending

Insofar as EFA was intended to bring more money to education, it might be considered a political failure. Across the Commonwealth, education generally received proportionately less in government budgets during the period covered by this report (see Chart 43 on page 71). In both Asia and the Caribbean, proportional budgetary spending in 2015 was only 80% of the funding levels in 2000. The Pacific saw the level drop by half. Sub-Saharan Africa remained stable, and the Advanced Economies increased by 14%. Nevertheless, government spending on education generally stayed between 10% and 15% of the total government budget. On regional figures, Sub-Saharan Africa was the exception with spending estimated to average at 17.8% in 2015.

A curving effect may be identified when the issue is looked at through the lens of Human Development Levels (see Chart 44 on page 71). Very High HDI countries saw an increase of 13%, High HDI countries dropped to 80% of 2000 funding levels, Medium HDI countries dropped to 32% of 2000 funding levels, and Low HDI countries were funded at 96% of 2000 funding levels. Richer countries increased proportional educational spending slightly during the period, middle-income countries had major reductions, and poorer countries had essentially the same level of commitment.

One plausible explanation for increased spending in Very High HDI countries is that they are now in more competition with each other through PISA and other rankings. In middle income countries, political pressure for funding might be decreasing as massification has been reached. In poorer countries where out-of-school children remain numerous and quality is still a major issue, there is likely both domestic and international pressure to preserve education spending.

In 2015, across all the education metrics presented in this report only one aspect does not present a general sense of wide differences: government education spending as a proportion of Gross Domestic Product (GDP). In Very High HDI Commonwealth countries, government spending on education averages at 5.8%; and in Low HDI Commonwealth countries the average is 5.7%. Sub-Saharan African (SSA) Commonwealth governments spend on average 5.5% of their GDP on education, while the advanced economies spend 6.2% (see Chart 41 on page 70). This might suggest an equitable commitment to education across the Commonwealth, though Asian Commonwealth governments

Chart 39: Average Spending Per Day Per Student By Commonwealth Region (2000-2015)

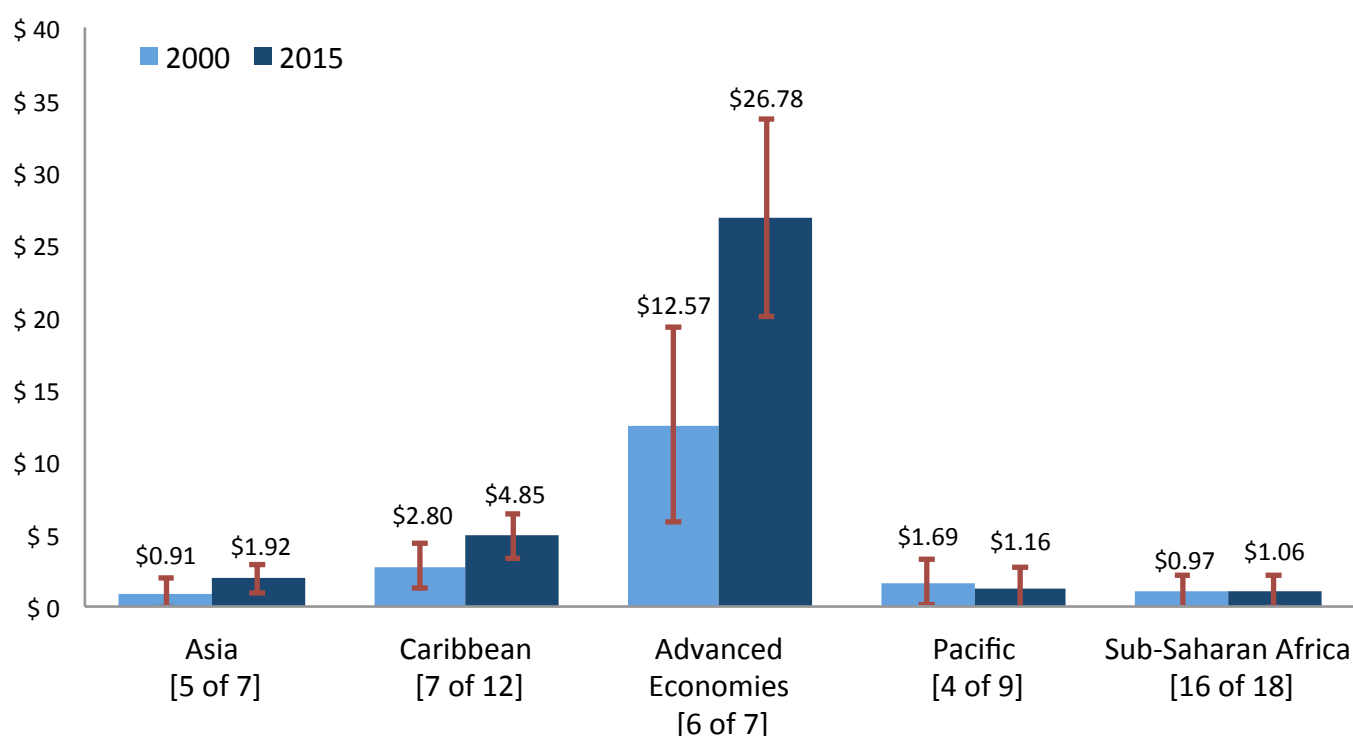


Chart 40: Average Spending Per Day Per Student By Commonwealth Human Development Level (2000-2015)

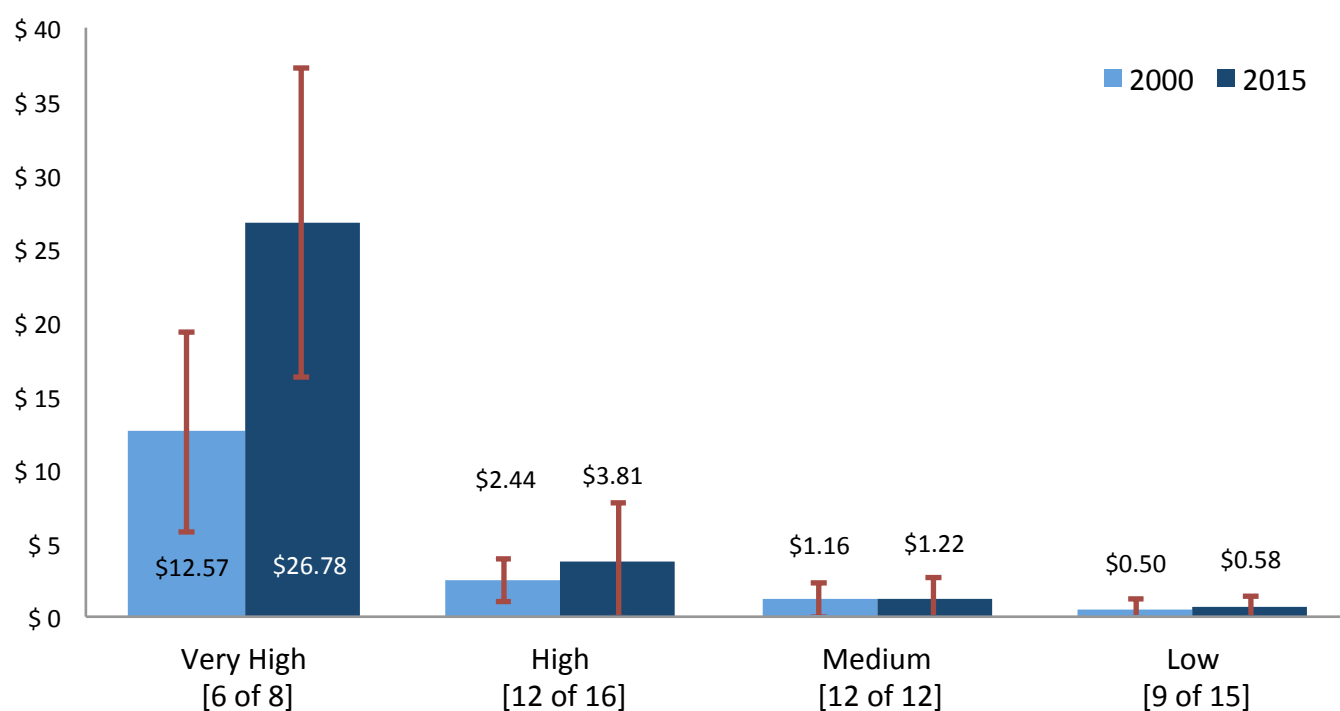


Chart 41: Percentage of GDP Spent on Education By Commonwealth Region (2000-2015)

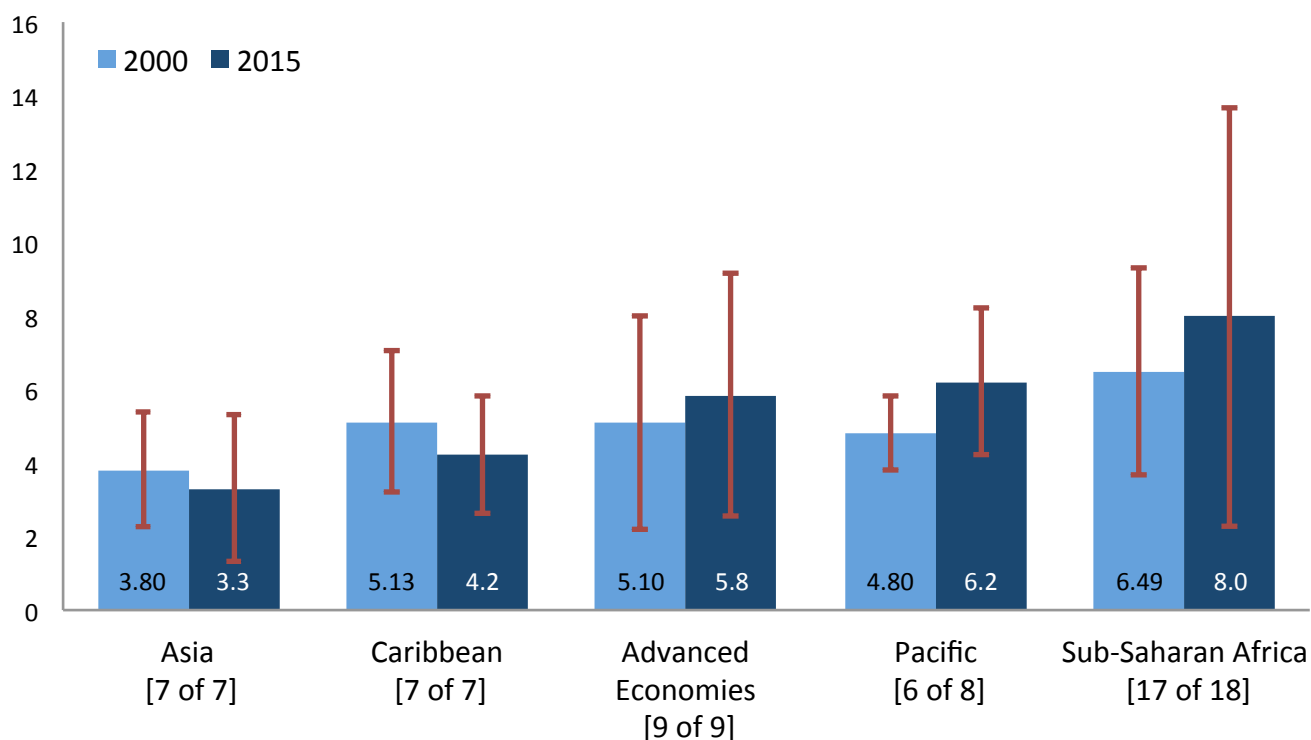


Chart 42: Percentage of GDP Spent on Education By Commonwealth Human Development Level (2000-2015)

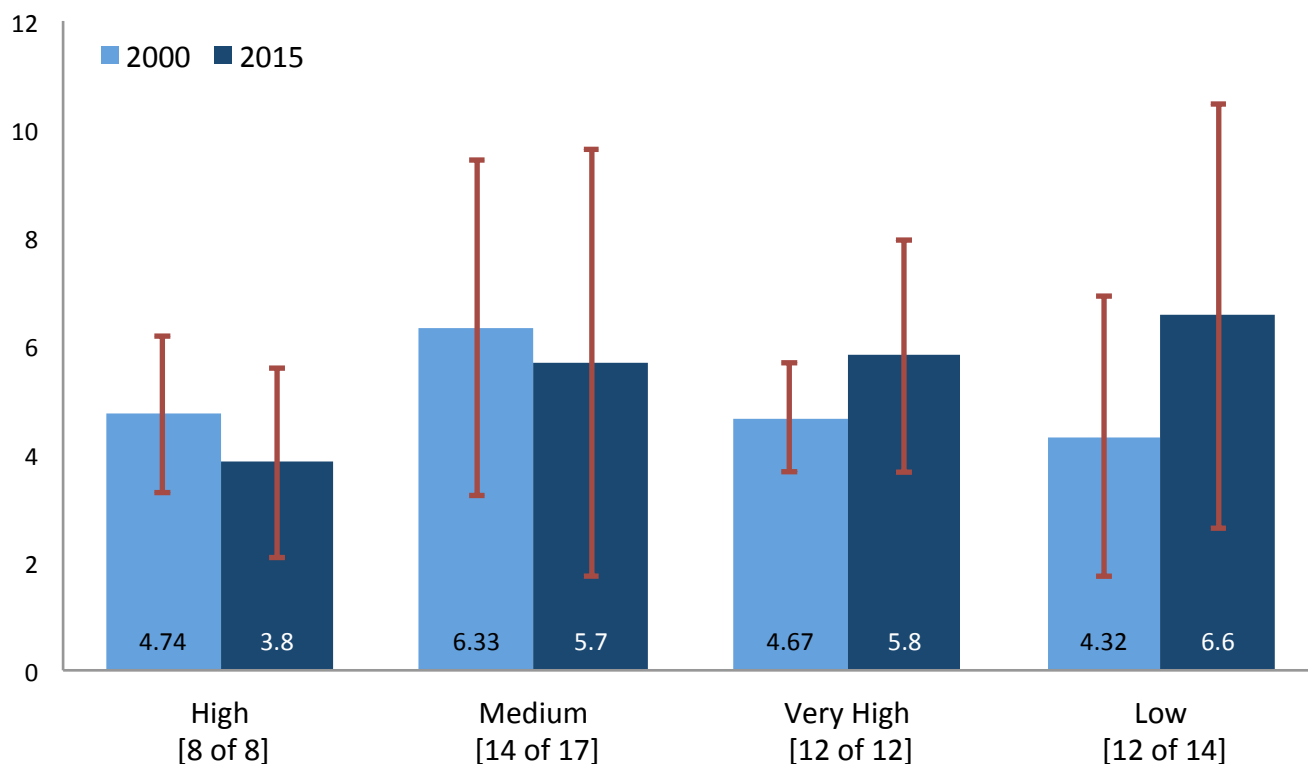


Chart 43: Average Percentage of Budget Spent on Education By Commonwealth Region (2000-2015)

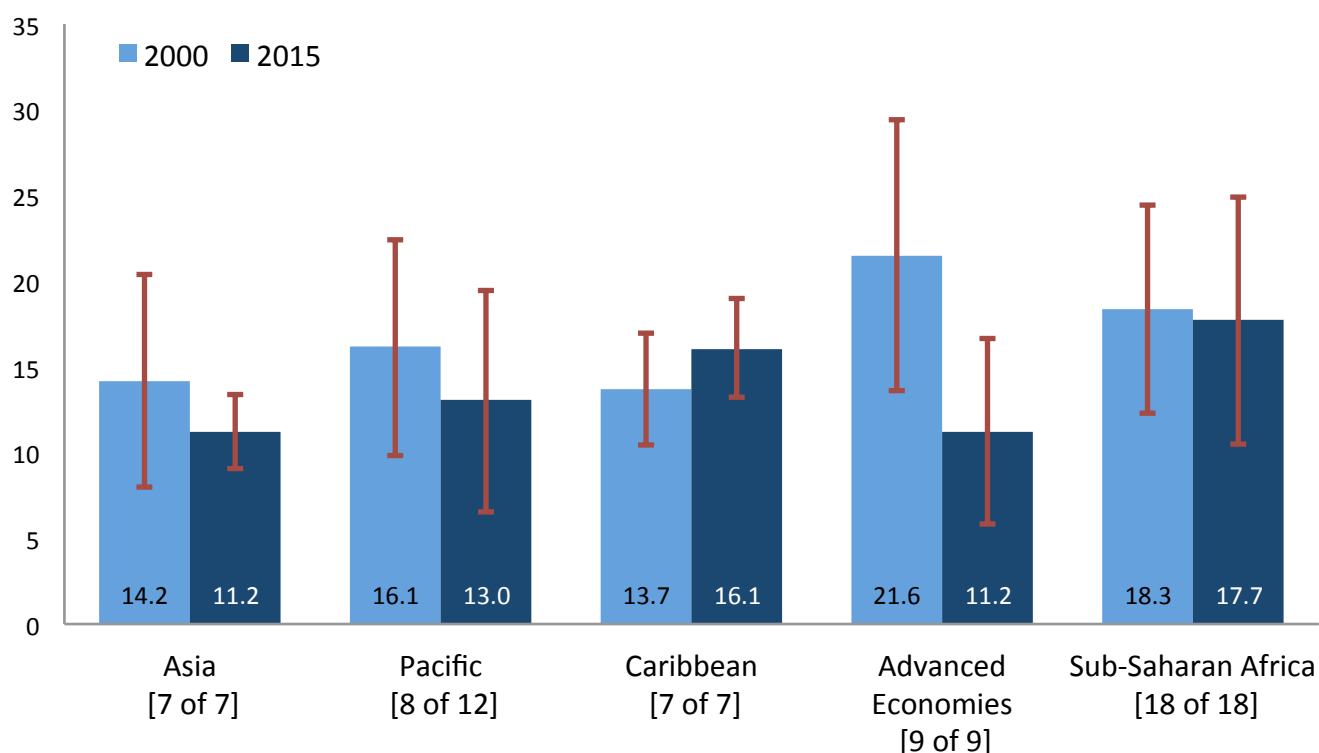
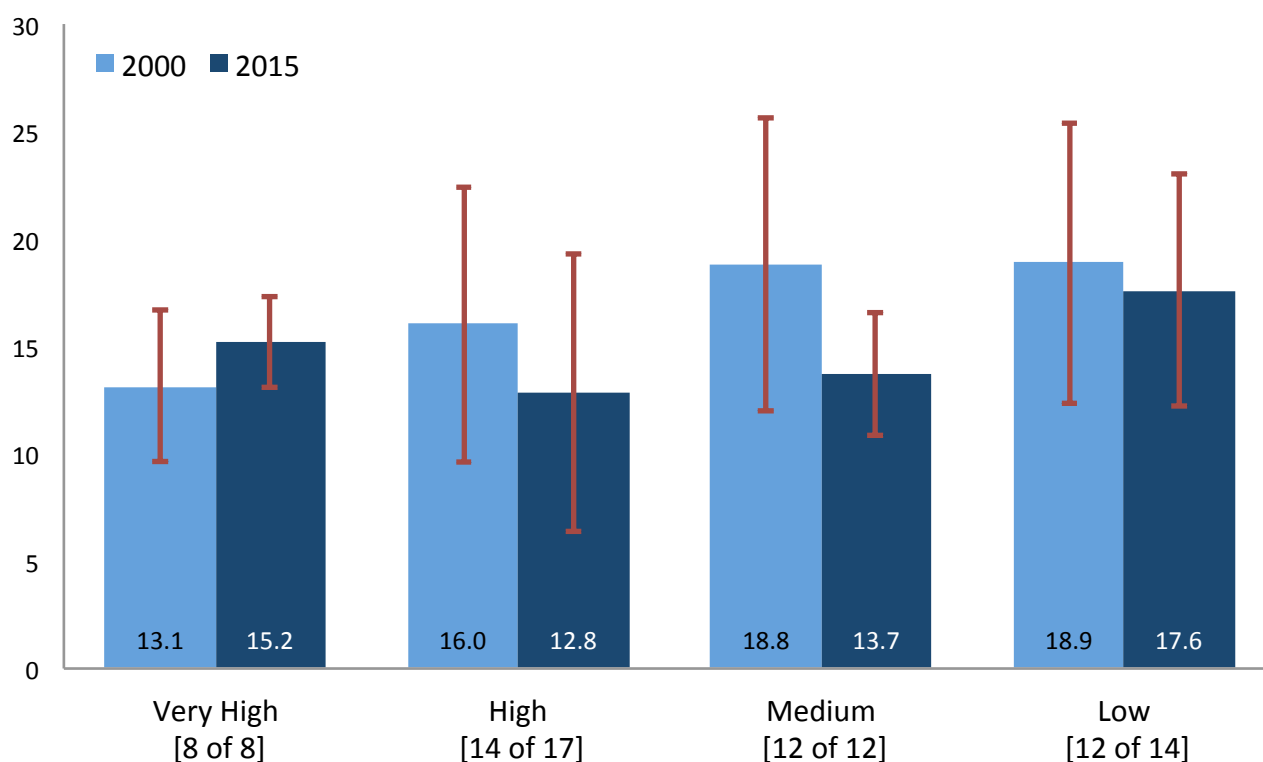


Chart 44: Average Percentage of Budget Spent on Education By Commonwealth Human Development Level (2000-2015)



devote just 3.3% of GDP to education.

A related matter concerns the proportion of government budgets devoted to education. Whatever the many problems in Tanzanian education, its government is spending even more in proportional terms than its counterpart in the United Kingdom (19.6% of the budget in Tanzania, 13.5% in the United Kingdom). However, inequality is again sharply evident when this is translated to actual funding. Tanzania is spending the equivalent of US\$0.14 per school-aged child per day, while the United Kingdom is spending the equivalent of US\$34. Were the Tanzanian government to hand its entire budget over the Ministry of Education and Vocational Training, the spending would not reach US\$1 a day. The problems in Tanzanian education, in this context, are not because the country is not trying hard enough. There are severe limits on what can be achieved in an economy in which Gross National Income per capita is US\$1,750 compared with a country in which it is US\$35,760 (see Chart 39 on page 69 for averages)

Educational Spending Gaps

UNESCO's EFA Global Monitoring Report Team has looked at the arithmetic on financing gaps for reaching universal pre-primary, primary and lower secondary education of good quality in low and lower-middle income countries between 2015 and 2030. The team's conclusion is that the annual gap is approximately US\$22 billion (UNESCO, 2015b: 1). We have plotted these gaps on Chart 45 and 46 on page 73. This estimate is based on the following sub-components:

- The annual total cost of achieving the goal in low and lower-middle income countries is projected to increase from US\$100 billion in 2012 to US\$239, on average, between 2015 and 2030. The increase will be particularly high in low-income countries because of the greater numbers of students and higher per-student expenditures to improve quality and address marginalisation.
- Improvements in quality as envisaged in the post-2015 agenda will be costly. Low-income countries will need to increase per student expenditures at primary level from US\$65 to US\$199 by 2030.
- Government spending by low-income countries will need to reach 5.4% of GDP. This represents an increase for pre-primary, primary and lower secondary education from 2.3% to 3.4% of GDP. Yet even with these increases, resources will not be sufficient.

Official Development Assistance

In this light, many people turn their attention to the role of foreign aid. The current standardized metric for foreign aid is the OECD's Official Development Assistance (ODA) framework. ODA is, in one sense, archaic. China, for example, is not an OECD member and does not report its assistance to the OECD, but has become increasingly important (Brautigam, 2010; King, 2013).

Only four Commonwealth countries present ODA data in the OECD list: the United Kingdom, Canada, Australia, and New Zealand. Collectively, these four Commonwealth countries delivered US\$14.4 billion of the total US\$101 billion in ODA recorded in 2013 (see Chart 48 on page 76). Of this, they allocated US\$1.5 billion to education out of the total US\$6.5 billion recorded globally (see Chart 47 on page 74). US\$318 million of this was for basic education, US\$2.3 billion for secondary education, and nearly US\$200

Chart 45: Projected Annual Spending in Lower Income Commonwealth Countries vs UNESCO Estimated Requirements [Primary] (2000-2030)

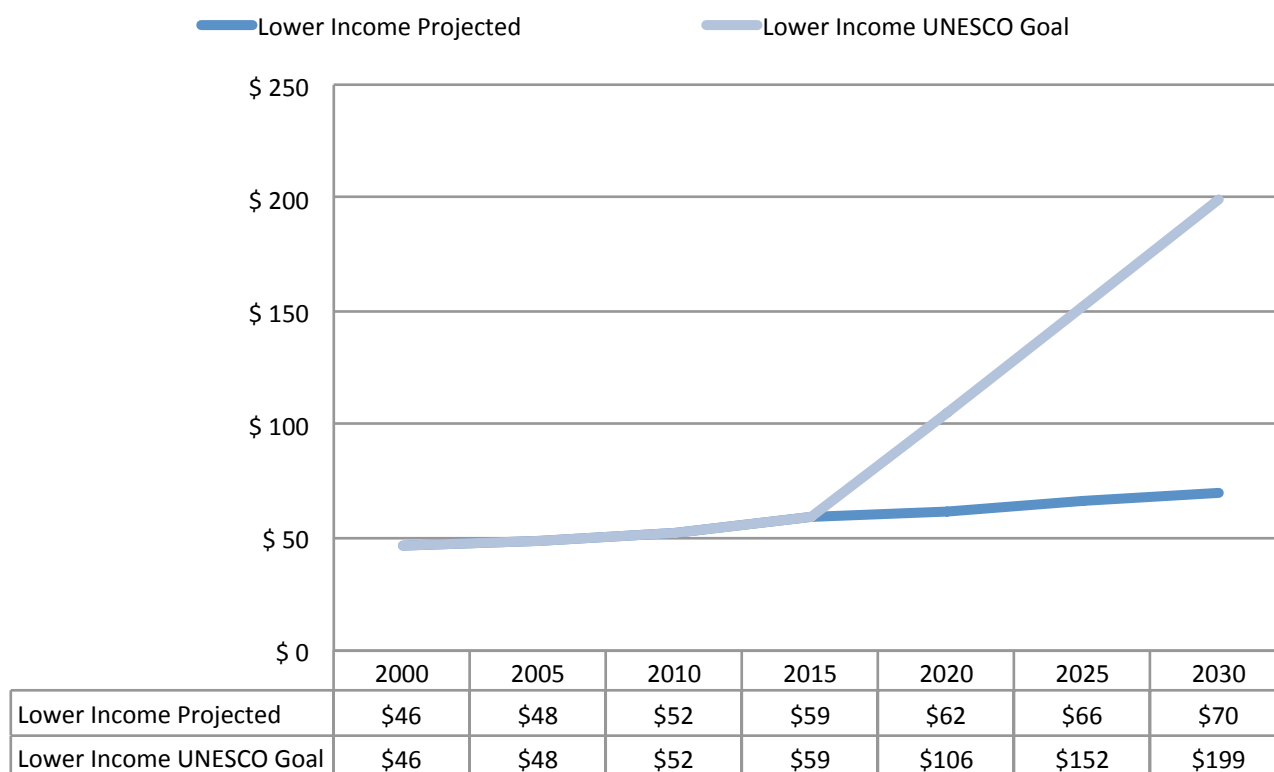
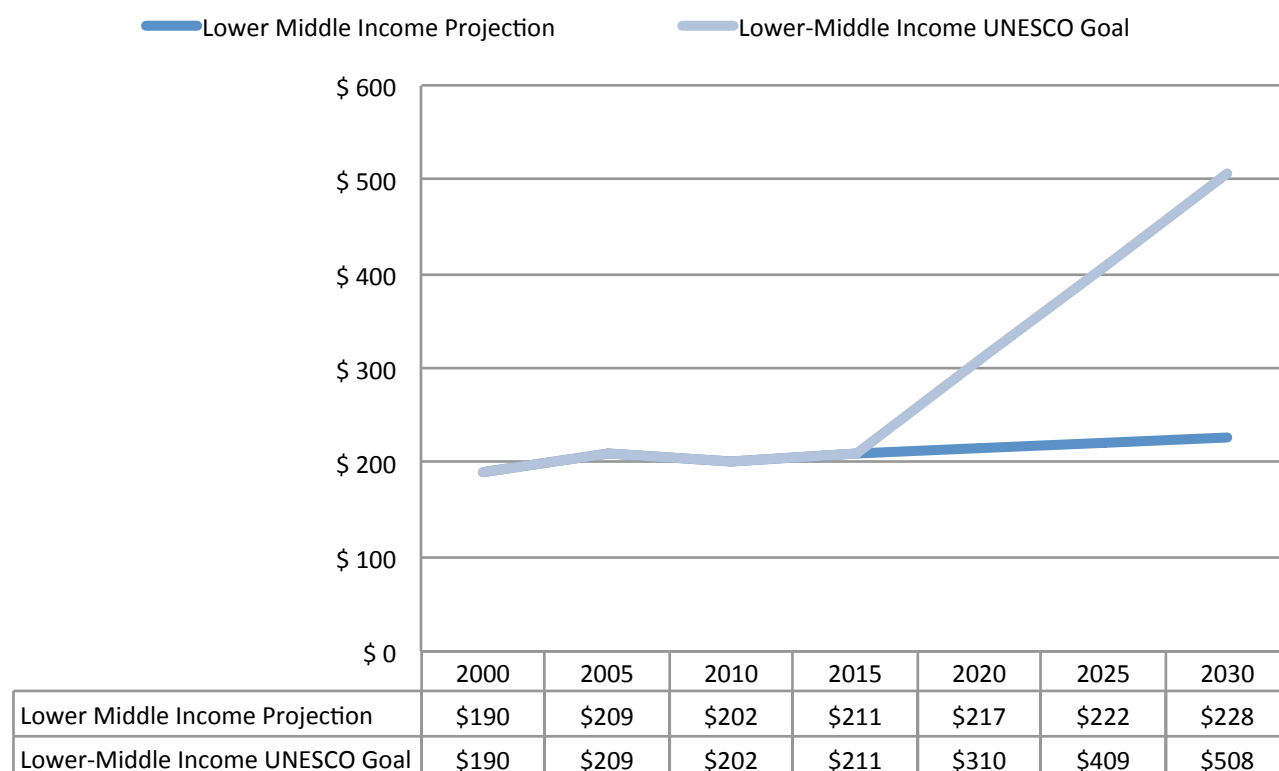


Chart 46: Projected Annual Spending in Lower-Middle Income Commonwealth Countries vs UNESCO Estimated Requirements [Primary]



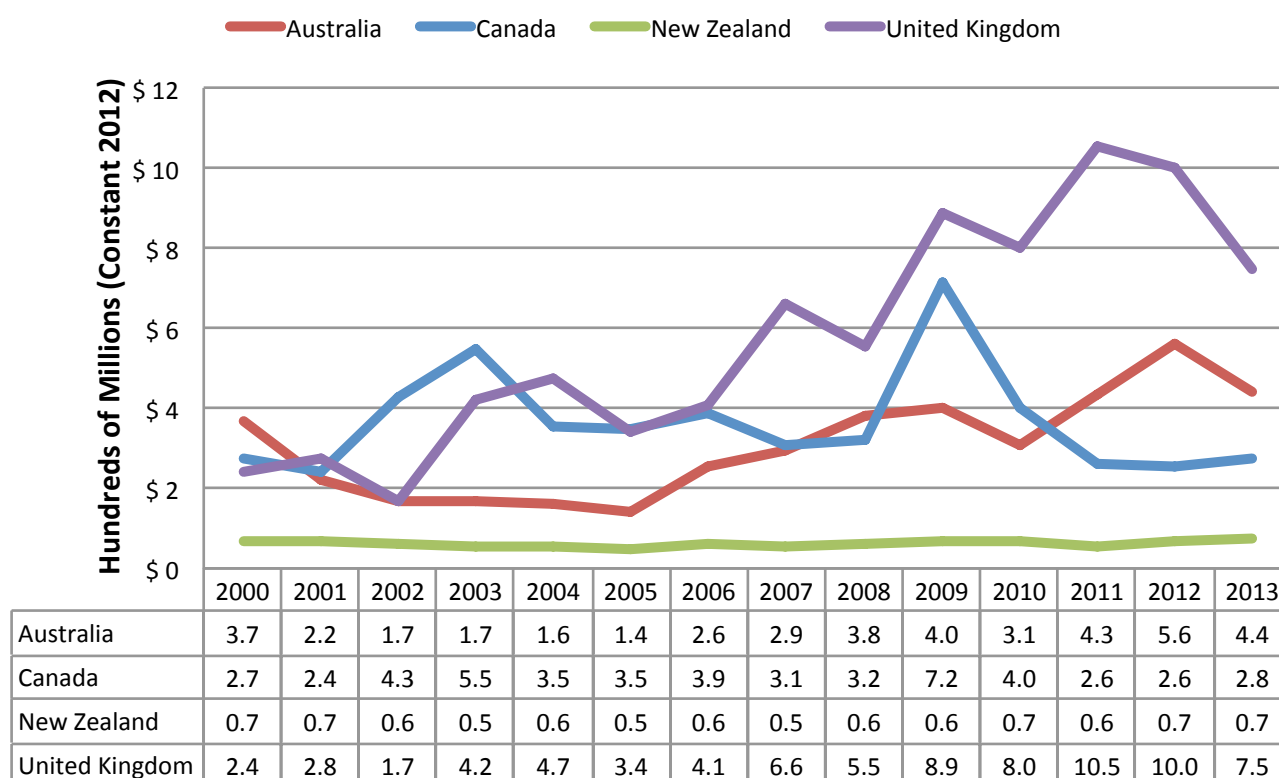
million for post-secondary education (see Chart 51 on page 77). US\$668 million was categorized as ‘unspecified’ but related to education.

Such resourcing is both substantial and insubstantial. US\$1.5 billion for education in one year from just four countries is undoubtedly a lot of money. Yet, as a fraction of total wealth it is relatively insignificant. Australia, for instance, allocated US\$4.4 billion in total ODA, yet this amounted to 0.035% of the country’s GDP. The United Kingdom allocated US\$6.2 billion, yet this was only 0.04% of GDP. New Zealand led the way in providing 0.055% of its GDP as ODA. Jeffrey Sachs (2008; 2012) and the Bill Gates (2015) articulate the case that much more can be raised, and spent in better ways, for major impact. Critics feel that there has already been too much spent, to too little effect, with demonstrably negative impacts on political economy (see e.g. Easterly, 2006; Moyo, 2009).

The limits and possibilities of ODA within the Commonwealth become clearer when related to quality and access. On average, SSA Commonwealth countries are spending less than a dollar a day on education (see Chart 39 on page 69). Asia, in contrast, is often praised for having massified education. Model A would bridge that gap. Because Asian Commonwealth countries are spending an average of US\$3.30 a day per student, reaching the same level of funding in SSA Commonwealth countries would require US\$13.3 billion in ODA per year. The good news is that Commonwealth countries are already spending near this level in ODA. The bad news is that it would absorb 93% of current ODA funding and leave no room for healthcare, agriculture, infrastructure, good governance, and other ODA categories.

Setting sights a little lower, Model B would ask what rich Commonwealth countries

Chart 47: Commonwealth Official Development Assistance (ODA) to Education by Commonwealth Country



could do to help SSA out-of-school children. The estimates indicate 11.8 million out-of-school primary-aged students in SSA Commonwealth countries. Using the assumption of US\$300 to give them a decent education, the total annual bill would be US\$3.5 billion. This would require re-purposing 25% of existing Commonwealth ODA, which would be 2.3 times more on education ODA than is currently funded.

This commentary highlights both the limits and possibilities of ODA. Within the existing political framework of ODA, a proposal like this seems unlikely to be accepted - especially at the end of a 15 year run of Education for All and Millennium Development Goals that focused precisely on this target. At the same time, it would seem eminently achievable. Funding of SSA Commonwealth primary-aged students at Asian Commonwealth levels would require a commitment of only 0.2% of the annual GDP of the United Kingdom, Canada, Singapore, Australia, New Zealand, and Canada. Funding the lower goal of US\$300 per out-of-school primary-aged youth in SSA Commonwealth countries would require a commitment of just 0.06% of their GDP.

The issue is both more simple and more complex than it appears. It is simple in that inequality is one of the defining issues of our era and there is broad consensus that transferring wealth from the top to the bottom is a key component in any inequality-reduction strategy. Yet consensus and simplicity shatter when we try to envision what this would look like. Decades-old debates have focused on whether this should be government-to-government transfer, government-to-civil society transfer, or civil society-to-civil society transfers via the largesse of citizens in the global North. Who, specifically, gives what to whom? And who on the receiving-end can be trusted to deliver 'results' and 'value-for-money'?

Even were the first question answered, more than half a century of experience has failed to deliver a clear set of technical guidelines and 'best practices' (Cullather, 2011; Easterly, 2014; Ramalingam, 2014). Even the most established ideas in development have found their credibility called into question by various randomized control trial (RCT) studies (see Banerjee & Duflo, 2011). This has led to a deep questioning of 'what works', with the evidence pointing at the answer 'not much'. Even former 'star children' of development, like micro-credit, are increasingly under attack for ineffectiveness and unintended consequences (Biswas, 2010; Sandefur, 2014).

We are left, then, with the message that both Model A and Model B are expensive. If the model were to transfer funds on a government-to-government basis, the finance would most likely come in the form of a block grant. This block grant would give wide discretion to local ministries of education to spend the money how and where they see fit. The current model, however, favors government-to-civil-society transfers as categorical grants. Thousands of organizations - government, non-government, and private - would be awarded contracts, evaluated on performance, and given relatively small domains in which to work. Following the Gates Foundation model, which is very similar to the World Bank model, monitoring would make sure that funds get moved to organizations with the best proven track record.

These themes highlight the need for continued attention to international flows of aid. They should of course also be placed in the context of wider approaches to economic growth in low-income countries and cost-sharing between government and other actors.

Chart 48: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA

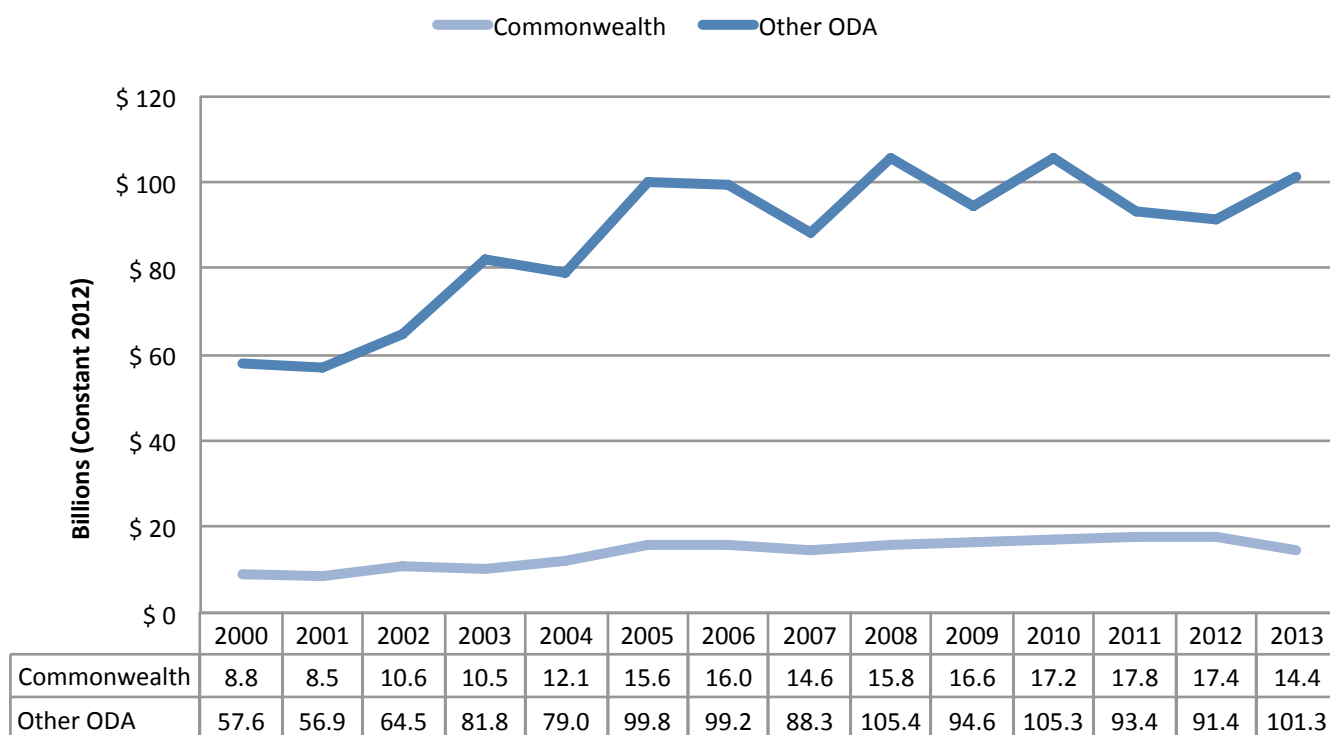


Chart 49: Commonwealth Contributions to OECD Official Development Assistance (ODA) in Relation to Global ODA Categorized as Education

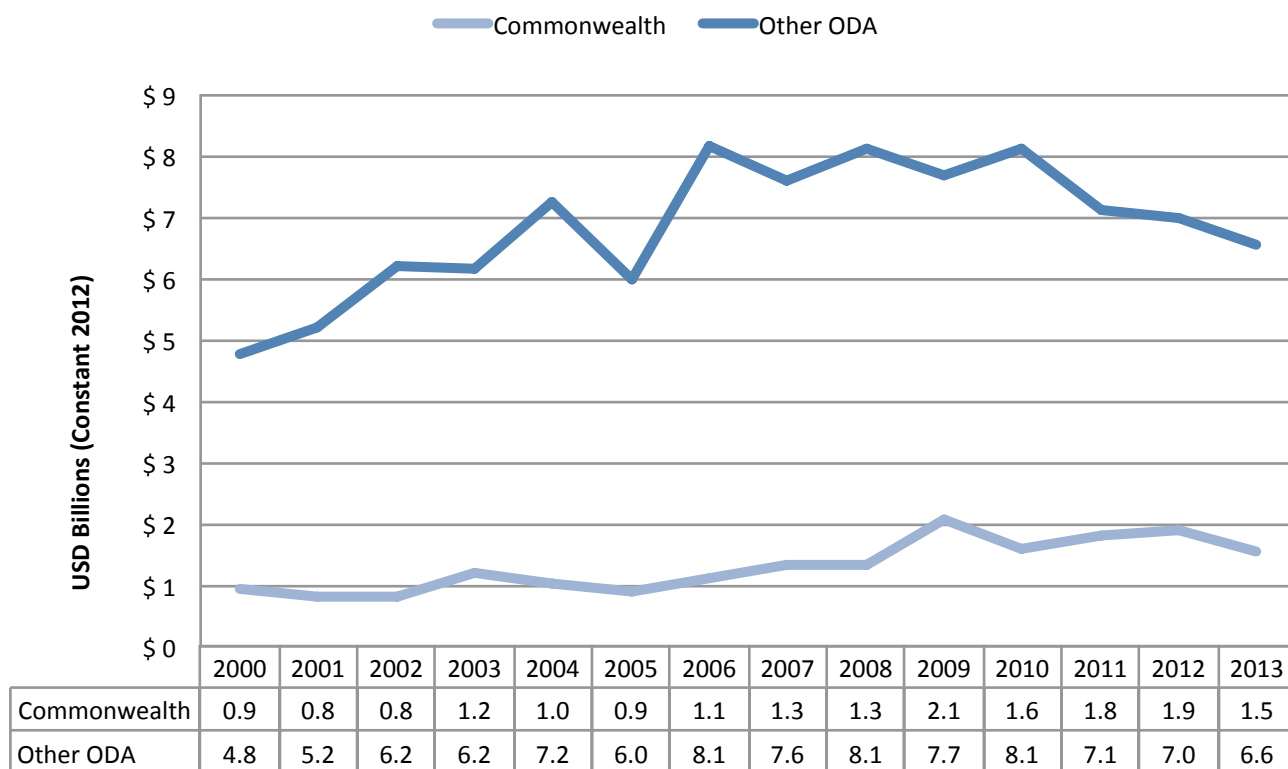


Chart 50: Official Development Assistance (ODA) Total Percentage Education By Commonwealth Country and Non-Commonwealth ODA Spending

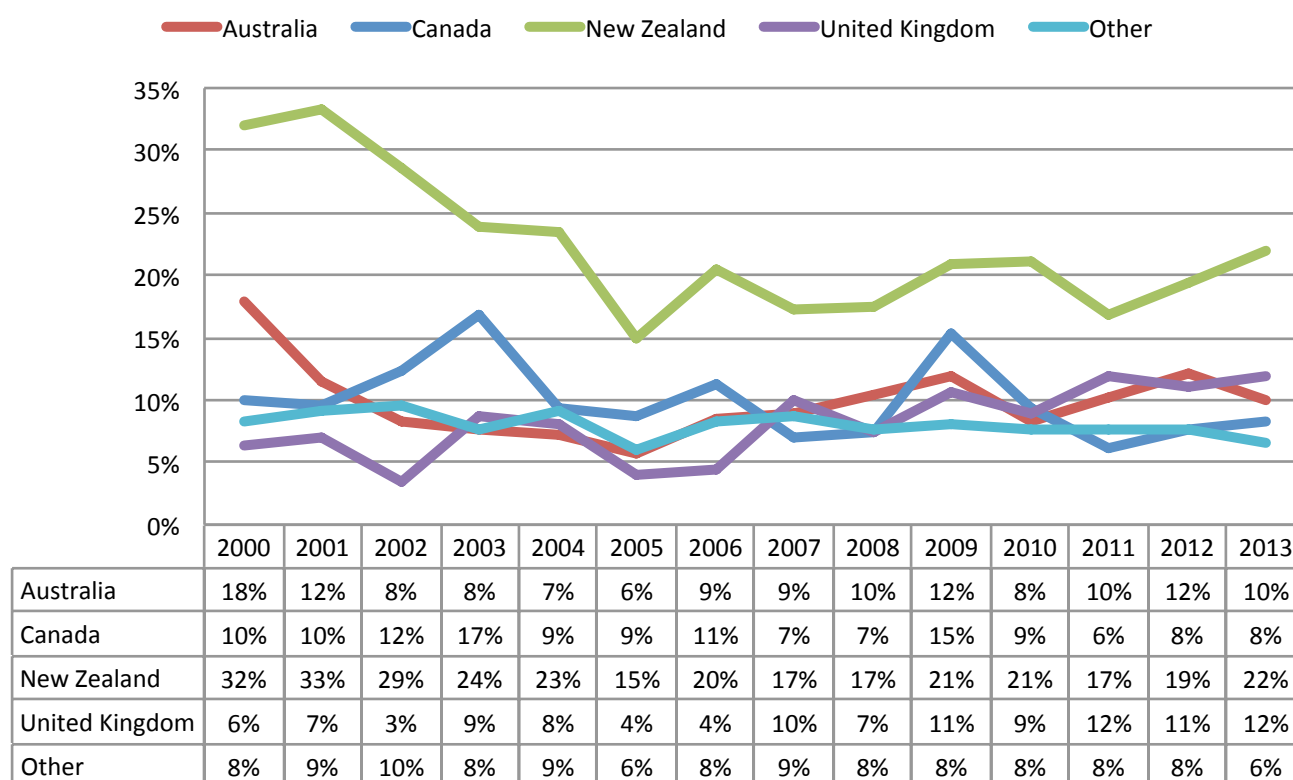


Chart 51: Commonwealth Official Development Assistance (ODA) to Education by Project Type

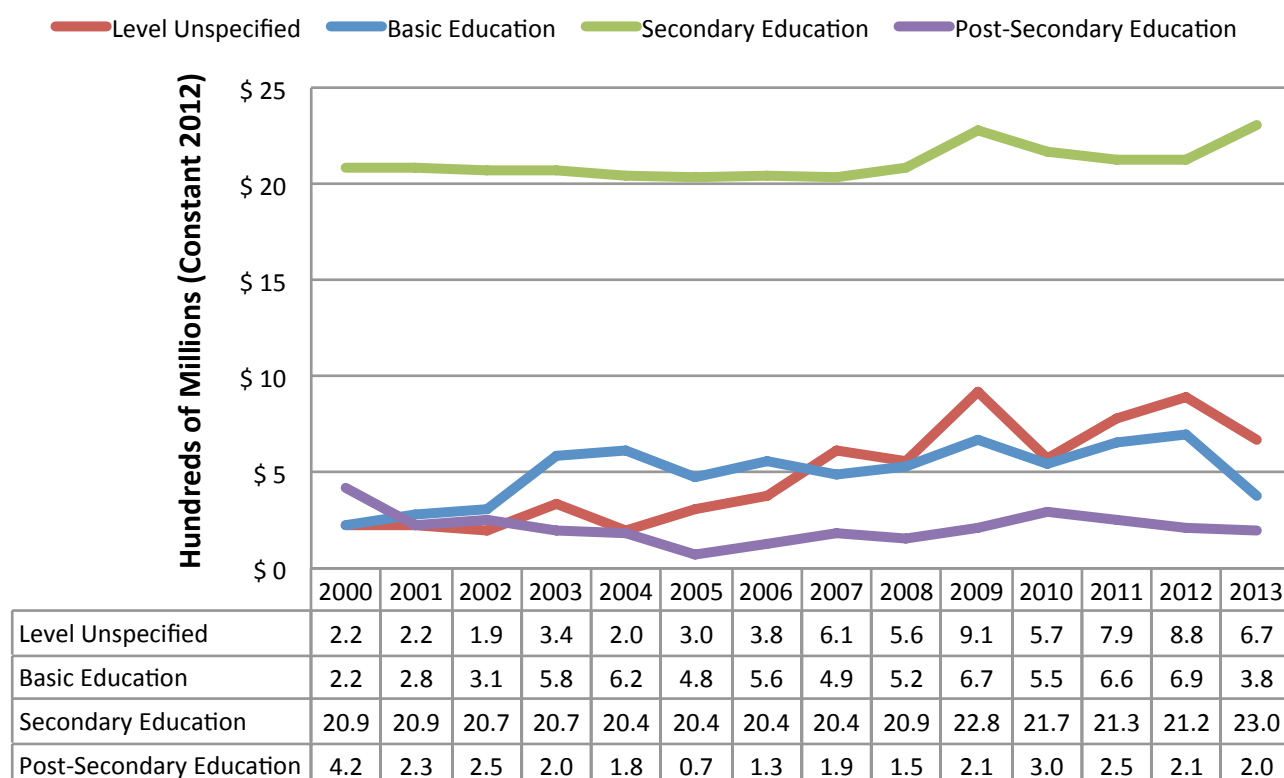


Chart 52: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA For Basic Education Projects

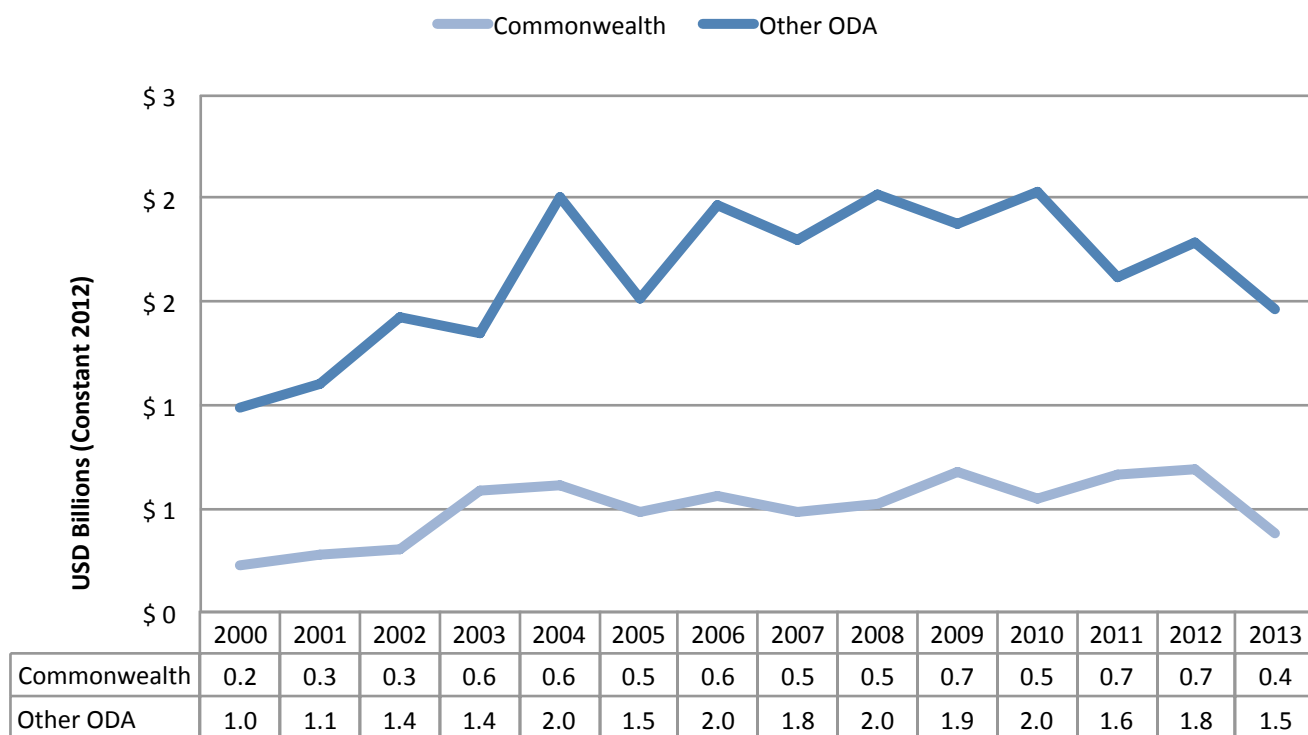


Chart 53: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA For Secondary Education

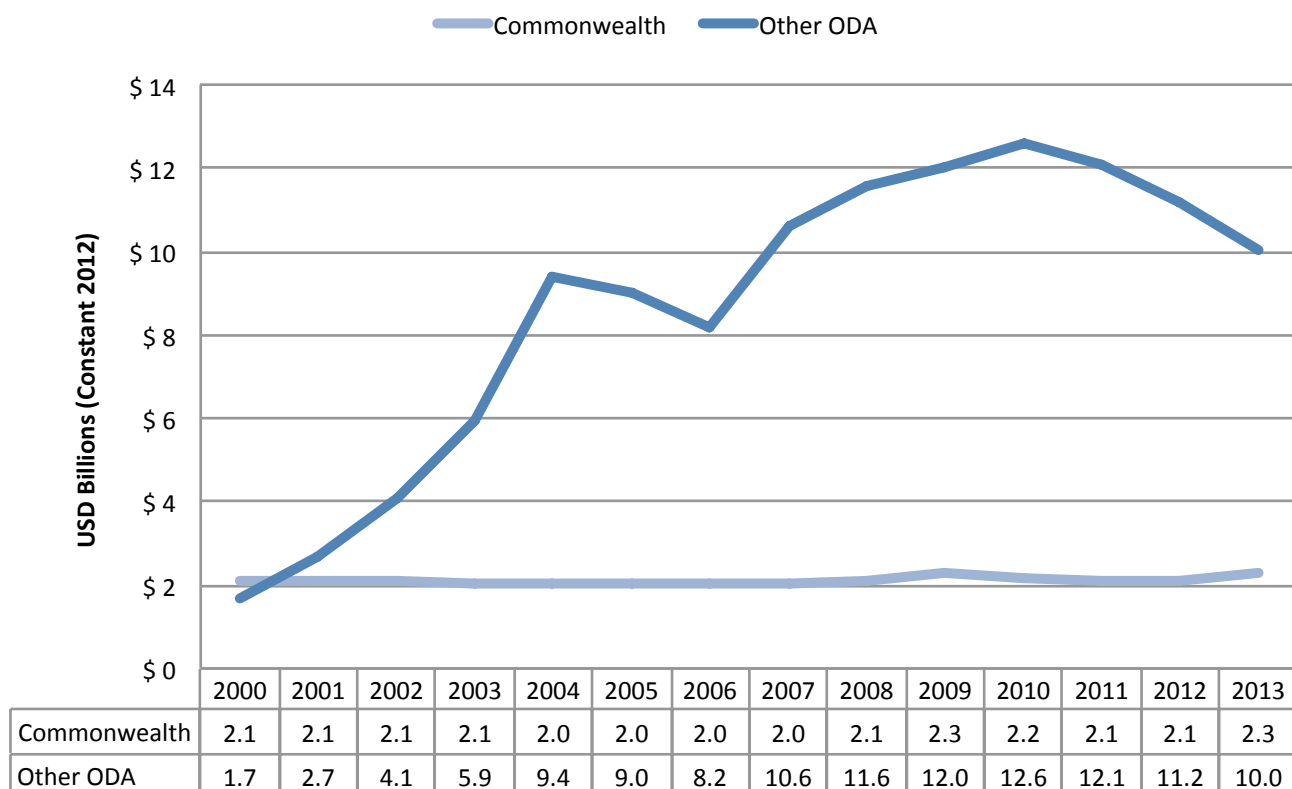


Chart 54: Commonwealth Official Development Assistance (ODA) to Basic Education

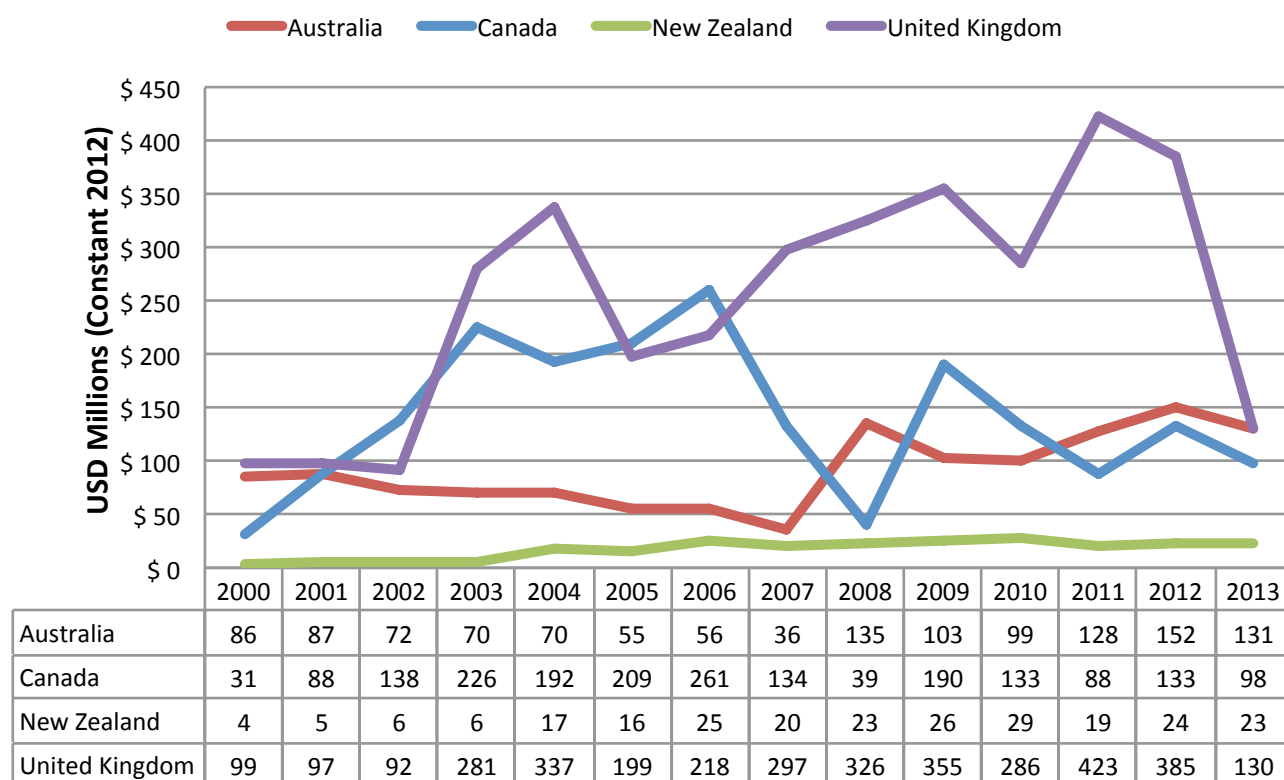
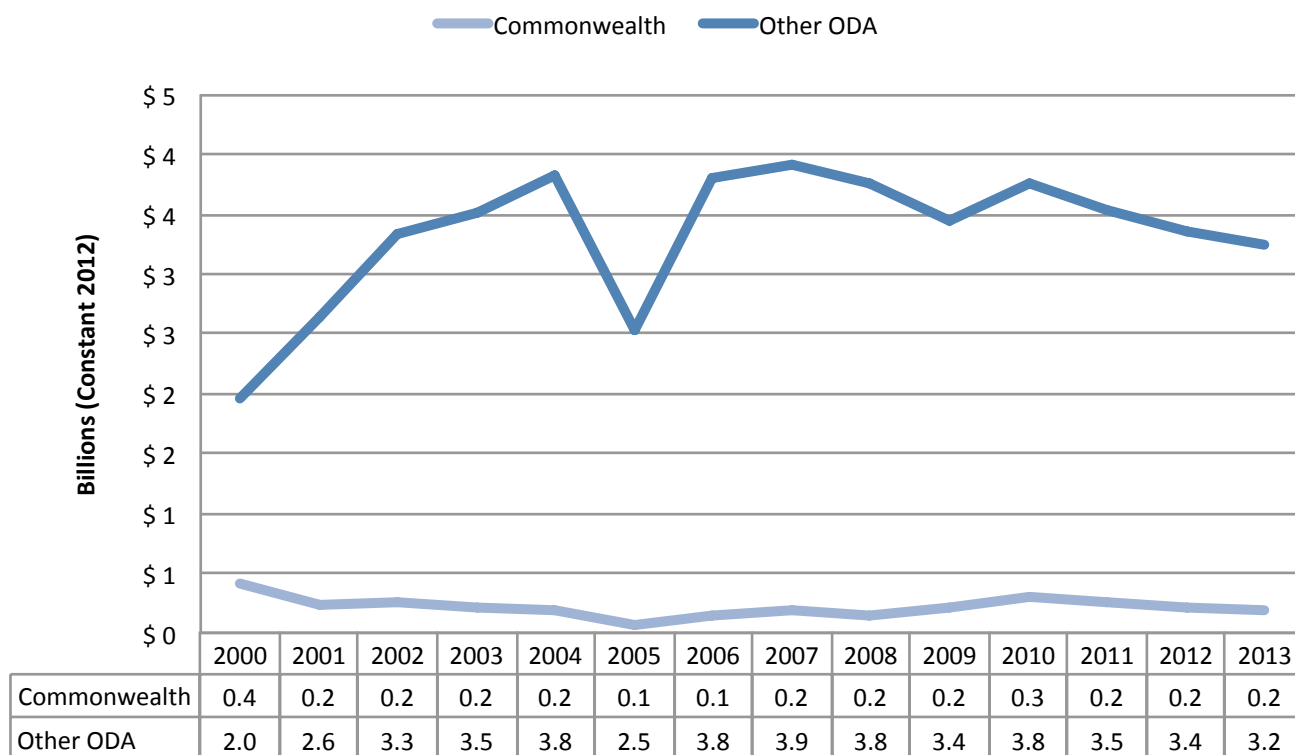


Chart 55: Commonwealth Contributions to OECD Official Development Assistance (ODA) In Relation to Global ODA for Post-Secondary Education



Status and Trends By Region

7

Advanced Economy Commonwealth Countries

Seven countries are in this group, namely Australia, Canada, Cyprus, Malta, New Zealand and the United Kingdom. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, and government expenditures on education.

Pre-primary Education

Pre-primary net enrolment rates rose in all countries between 2000 and 2015 (Chart 56 on page 84). In Malta they had already reached 90% in 2000, and were close to 100% in 2015. New Zealand was second in magnitude. Cyprus achieved particularly significant gains. It commenced with a net enrolment rate of just 52%, but reached 80% in 2015.

Chart 57 on page 85 shows pre-primary school life expectancy. In most countries this increased, with Cyprus again showing a particularly noteworthy expansion from 1.8 years in 2000 to 2.6 years in 2015. By contrast, Australia is reported to have diminished its pre-primary school life expectancy – from 1.2 years in 2000 to 0.6 years in 2015.

Primary Schooling

Canada was reported to have an adjusted net enrolment rate of 100% throughout the period (Chart 58 on page 86). Most other countries were close to 100%, but Australia and Malta were reported to have commenced the period at lower rates. In both these countries, significant gains were achieved by 2015.

The corollary (Chart 59 on page 87) shows the number of primary aged out-of-school children. Most of them were in Australia followed by the United Kingdom. Concerning primary school teacher-pupil ratios, Singapore made a dramatic advance (Chart 63), while Canada made a slight decline, the United Kingdom was stable, and the three other countries shown achieved advances. Data were missing for Australia.

Secondary Schooling

At the lower secondary level, most countries had relatively stable adjusted net enrolment rates, though Malta achieved an increase from 80% in 2000 to 90% in 2015 (Chart 62 on page 90). New Zealand was consistently at the top, close to 100%. Again Australia

and the United Kingdom had the largest numbers of out-of-school children at the lower secondary level.

At the upper secondary level, all countries achieved increases (Chart 64 on page 92). Malta had an interesting pattern of fluctuation but nevertheless reached 2015 with a much higher rate than it had had in 2000.

Youth Unemployment

Fluctuations were also evident in the patterns of youth unemployment (Chart 65 on page 93). Cyprus commenced the period with the lowest level (9%), but ended the period with the highest level (23%). Youth unemployment rates also rose in the United Kingdom, but declined slightly in Australia and Singapore.

Government Expenditures on Education

Among the countries, Singapore generally had the highest proportion of its budget devoted to education, rising at one point from 15% to over 25% (Chart 66 on page 94). Canada and the United Kingdom were more stable at about 13%. Malta commenced the period at the lowest level, but significantly increased its allocation.

When translated into spending per student day (Chart 67 on page 95), significant differences emerge. Australia was consistently the highest while Malta and Singapore were consistently the lowest. In 2015, Australia was estimated to be spending nearly \$40 per student while Singapore was spending less than \$15.

ECCE in the Advanced Economies

Chart 56: Pre-Primary Net Enrolment Rates (NER) in Advanced Economy Commonwealth Countries (2000-2015)

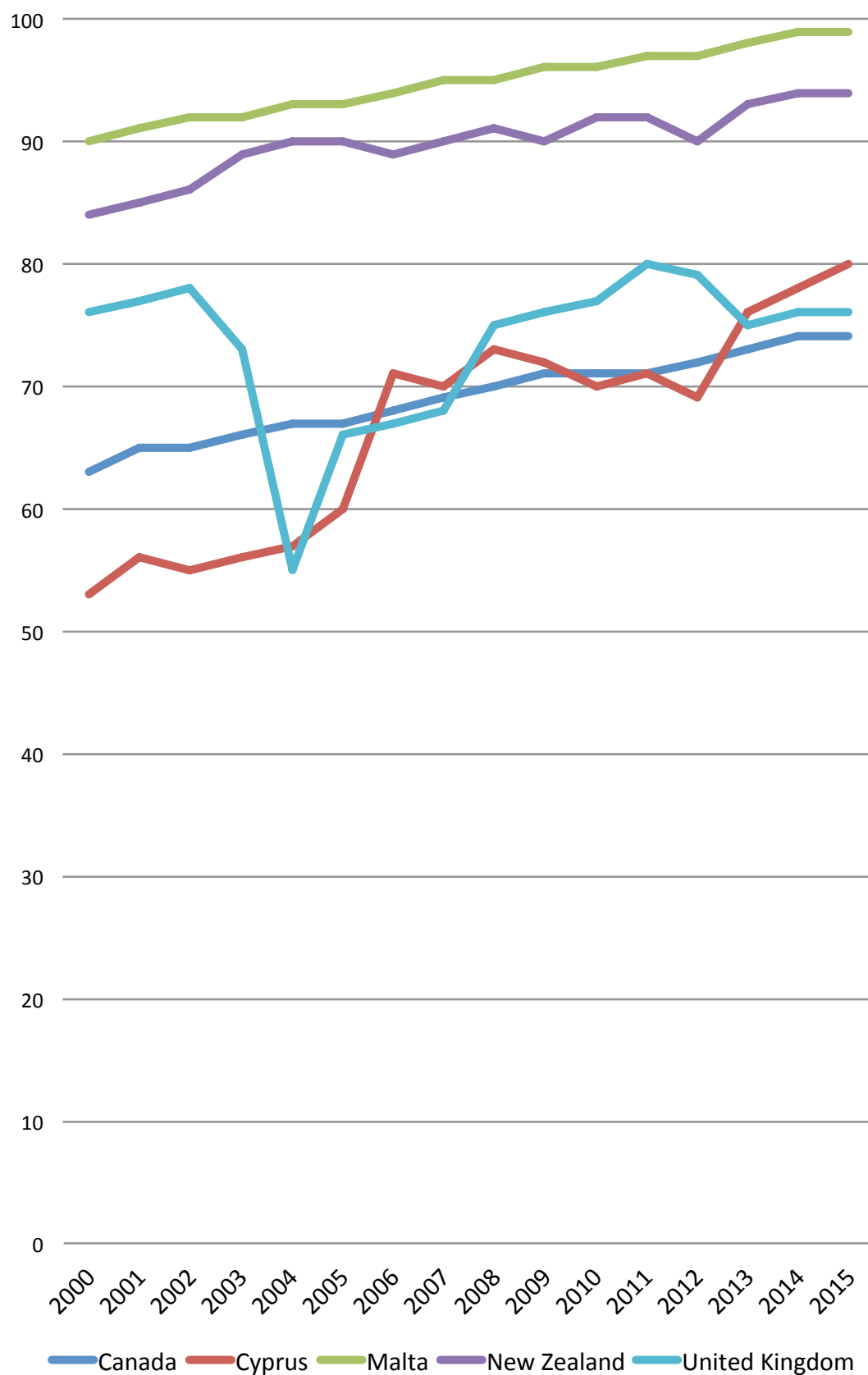
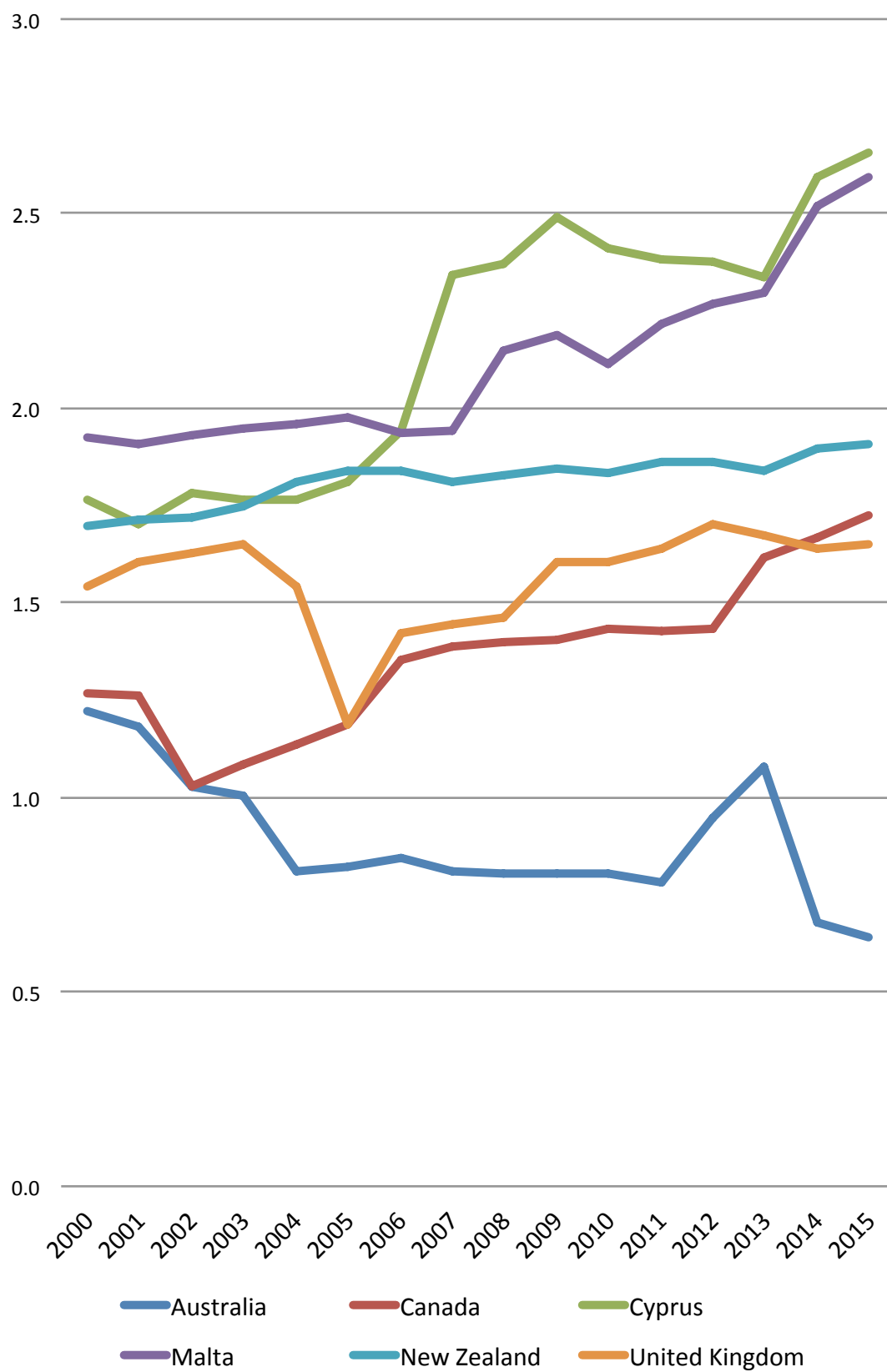


Chart 57: Pre-Primary School Life Expectancy (SLE) in Advanced Economy Commonwealth Countries (2000-2015)



Primary Schooling in the Advanced Economies

Chart 58: Primary Adjusted Net Enrolment Rate (ANER) in Advanced Economy Commonwealth Countries (2000-2015)

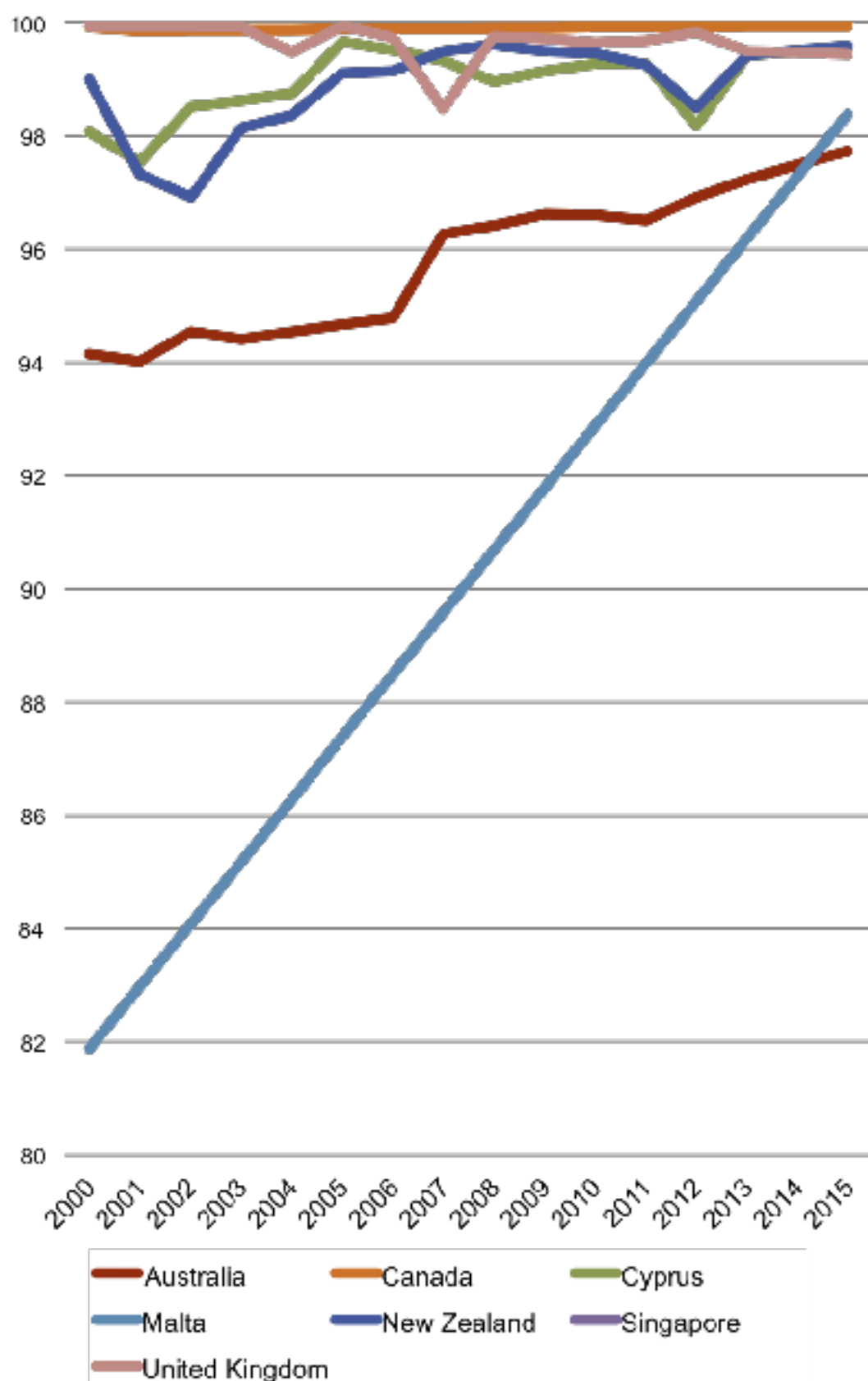
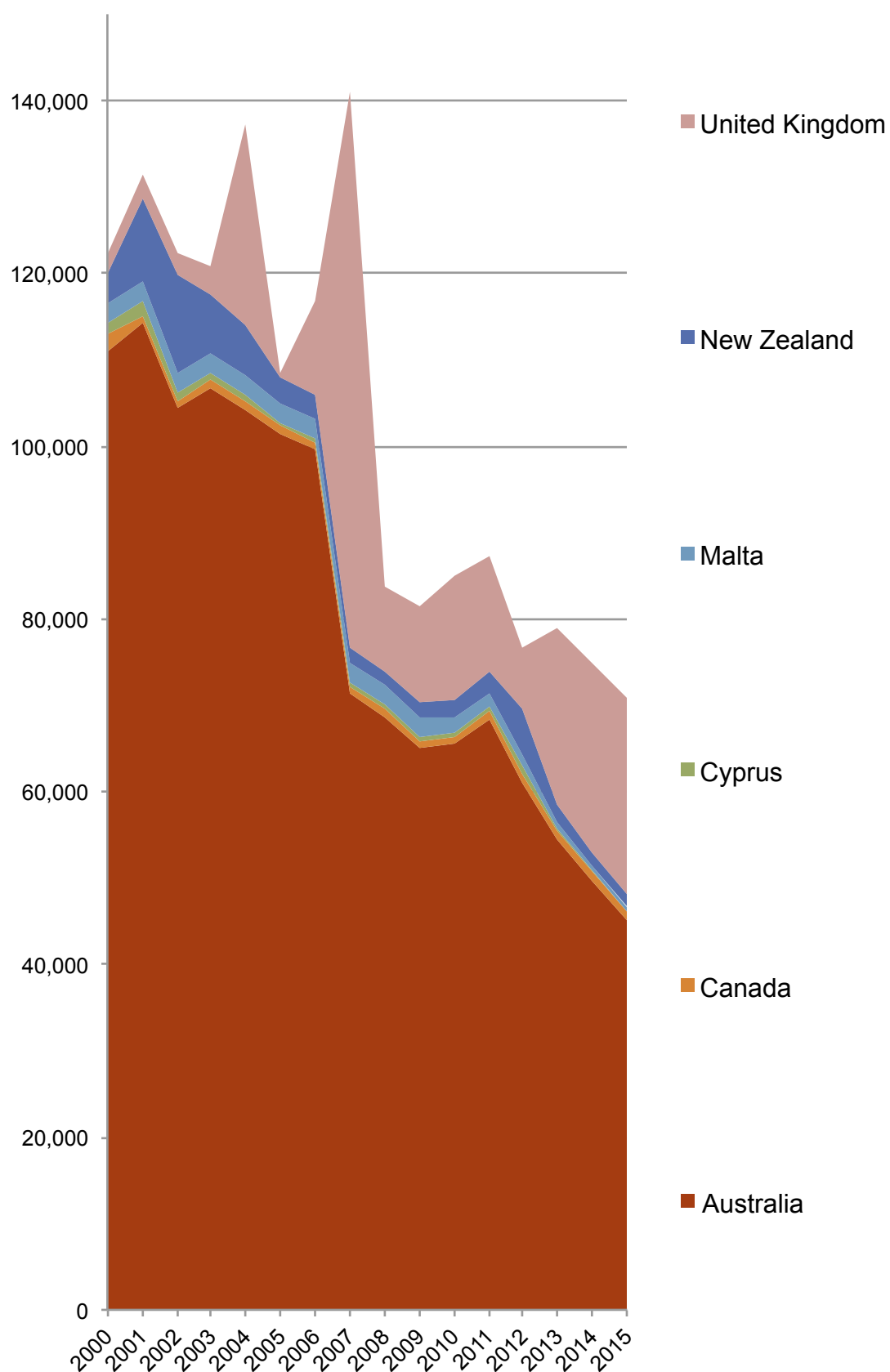


Chart 59: Primary Aged Out-of-School Children in Advanced Economy Commonwealth Countries (2000-2015)



School-Aged Demographics in the Advanced Economies

Chart 60: Primary School Aged Population and Out-Of-School Youth in Advanced Economy Commonwealth Countries (2015 Estimate)

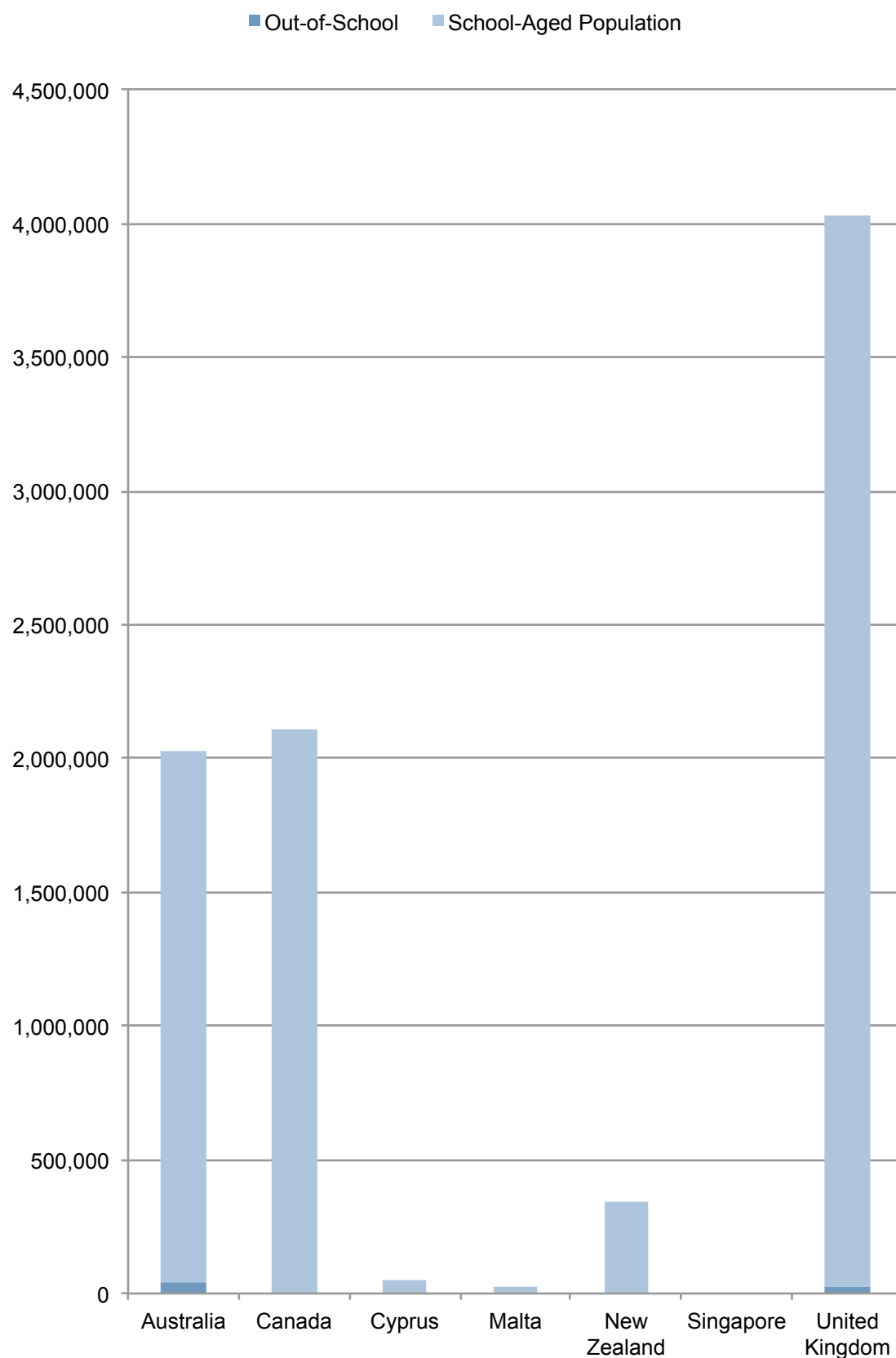
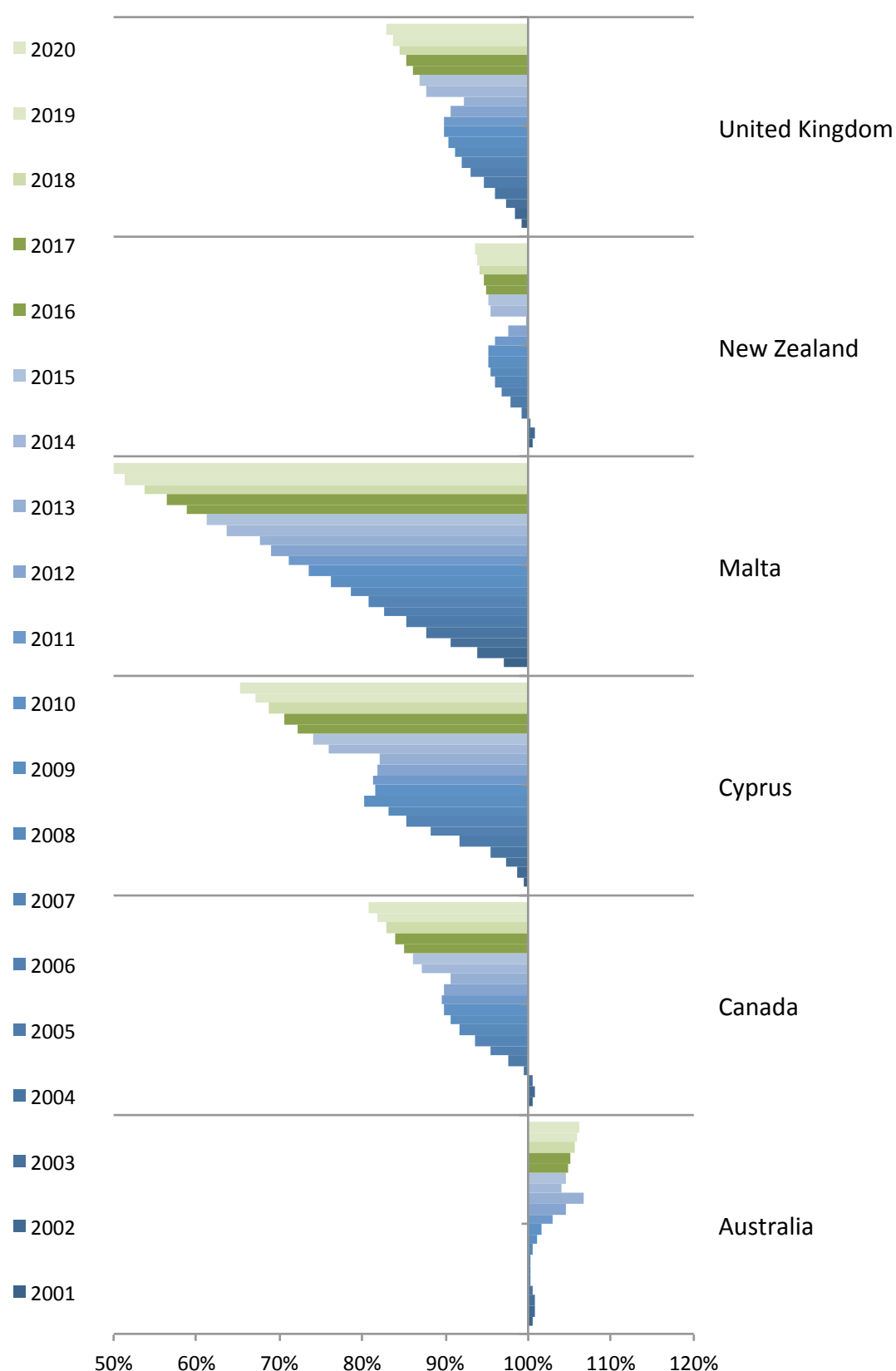


Chart 61: Percentage Change in Primary School-Aged Population In Advanced Economy Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in the Advanced Economies

Chart 62: Lower Secondary Adjusted Net Enrolment Rates (ANER) in Advanced Economy Commonwealth Countries (2000-2015)

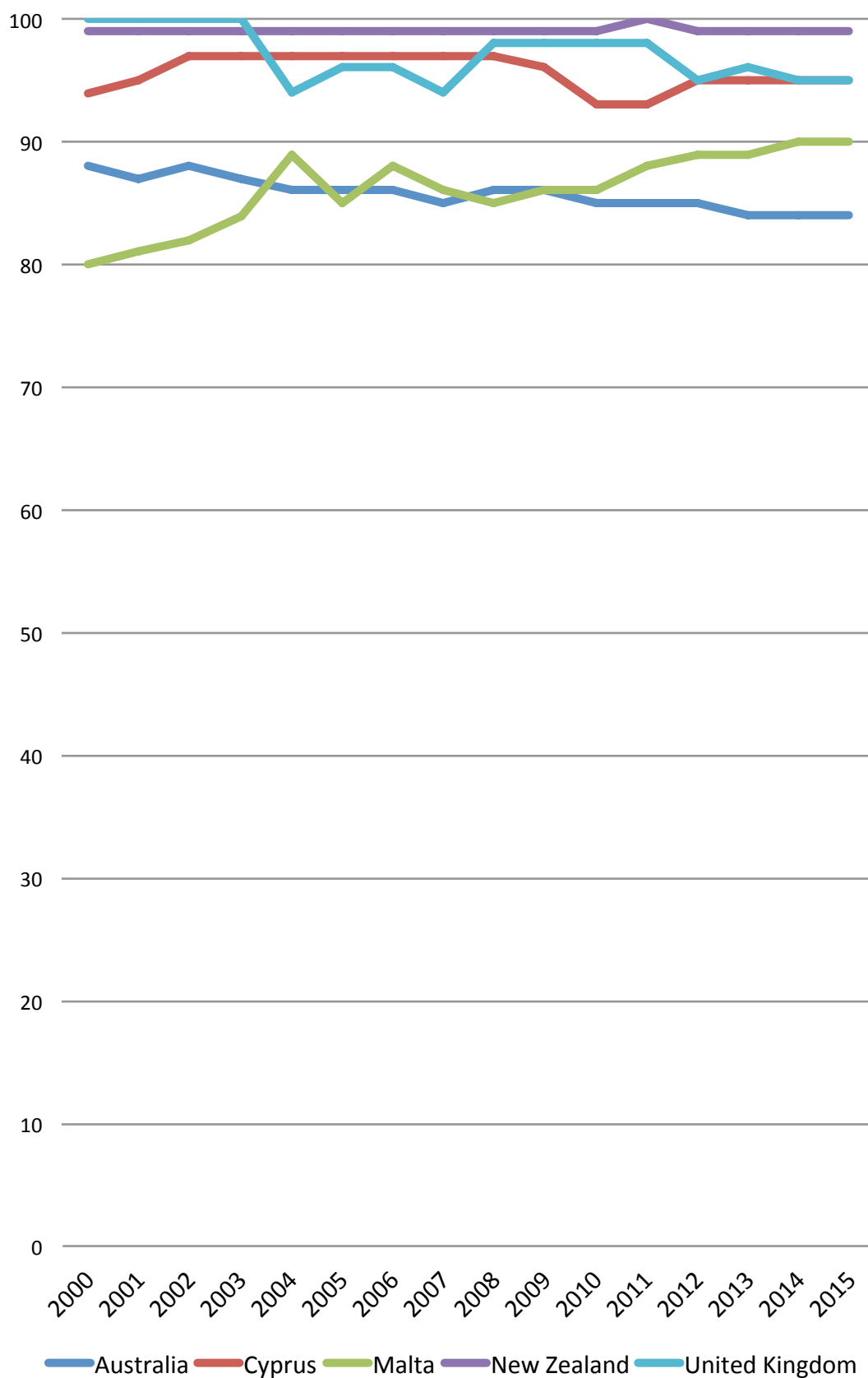


Chart 63: Lower Secondary Aged Out-of-School Children in Advanced Economy Commonwealth Countries (2000-2015)

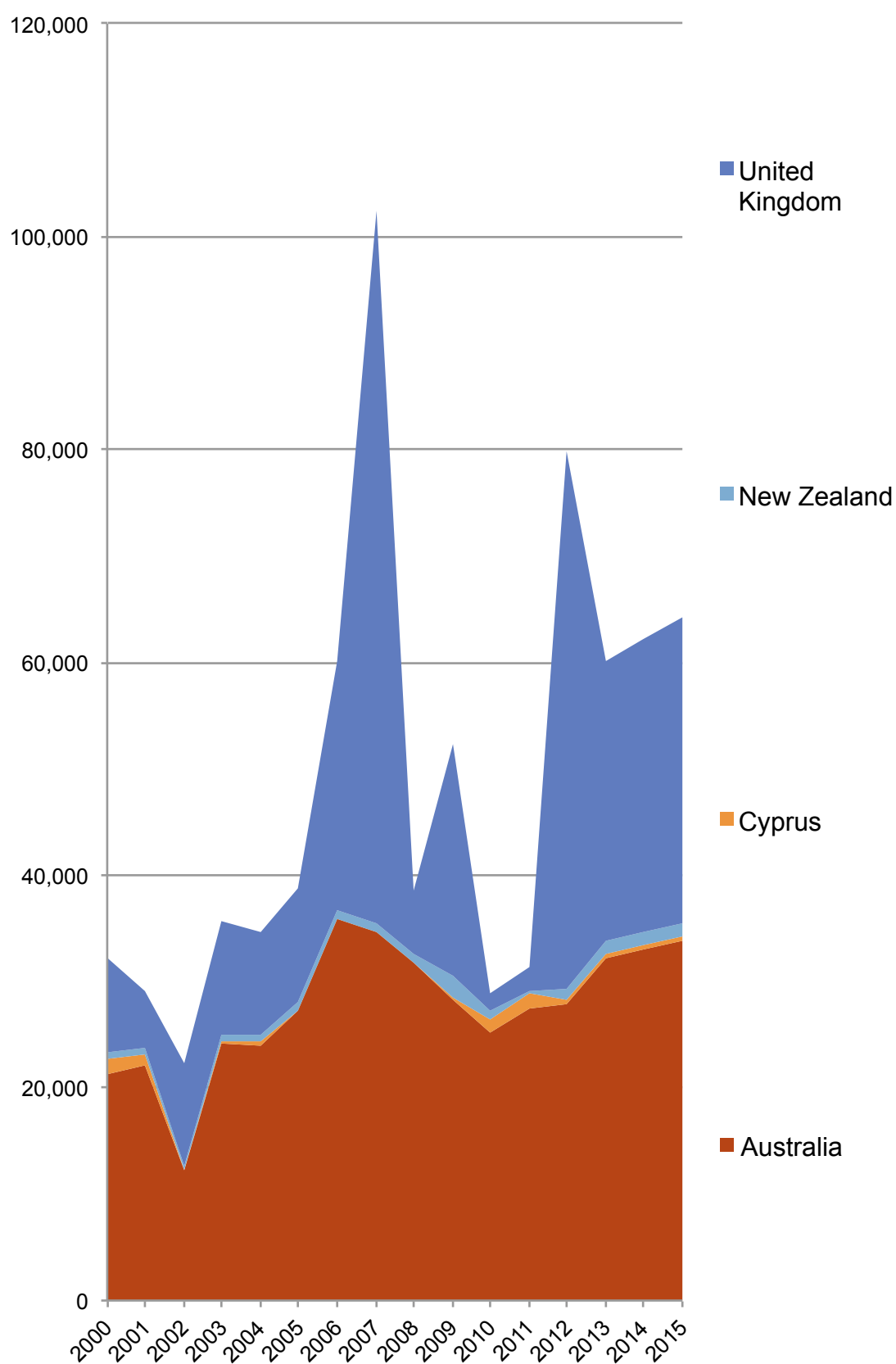


Chart 64: Upper Secondary Adjusted Net Enrolment Rates (ANER) in Advanced Economy Commonwealth Countries (2000-2015)

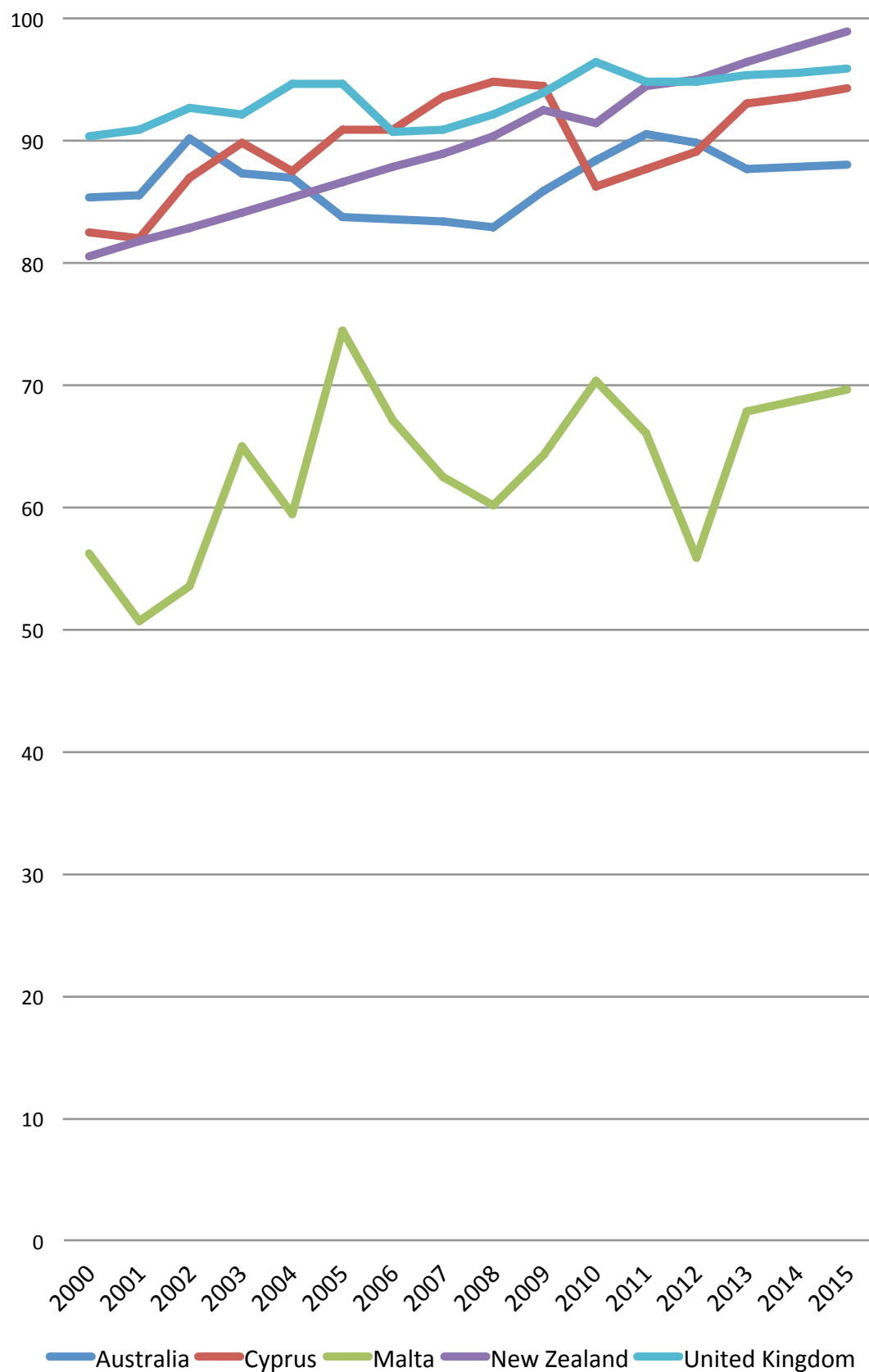
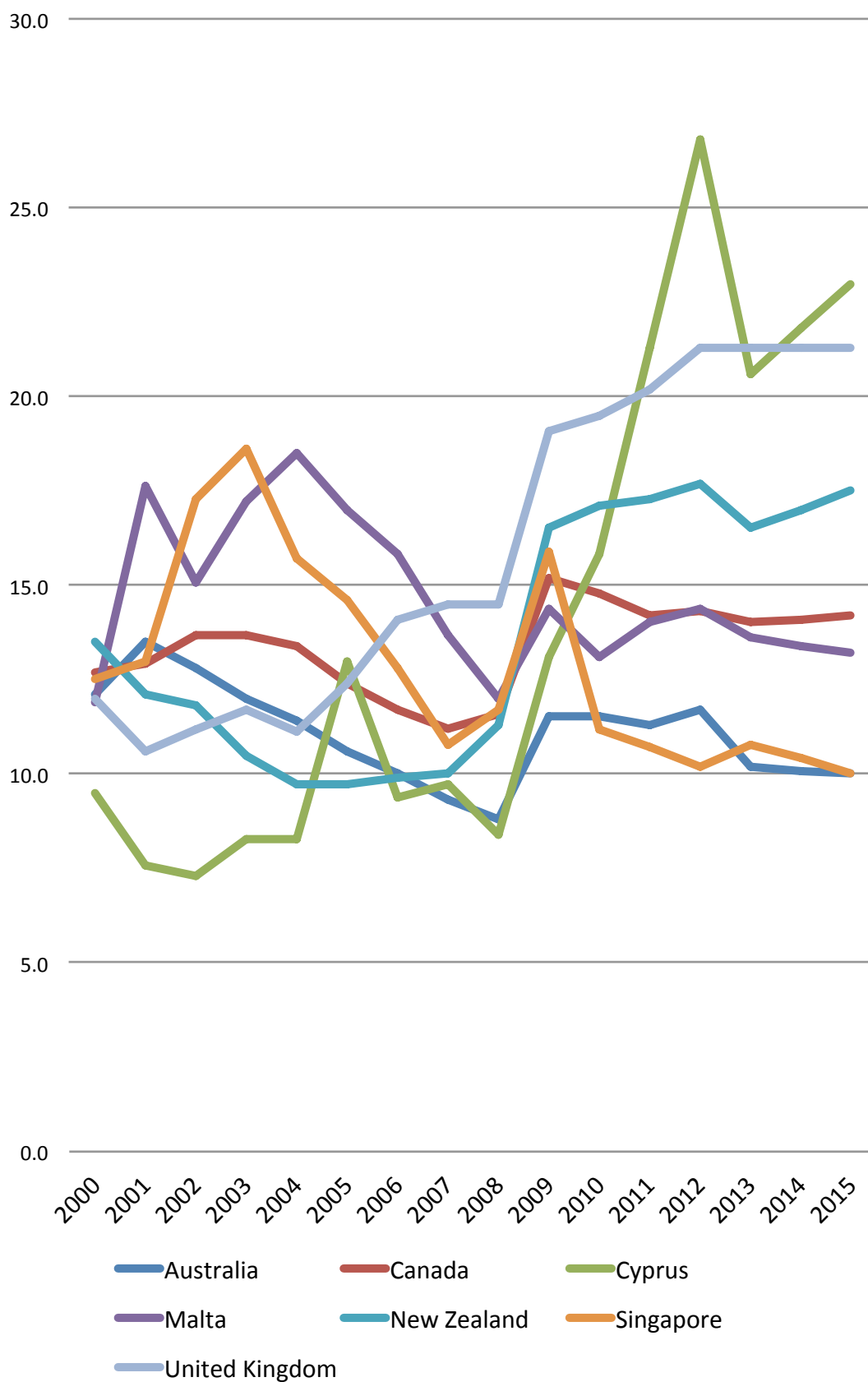


Chart 65: Youth Unemployment Rate in Advanced Economy Commonwealth Countries (2000-2015)



Educational Spending in the Advanced Economies

Chart 66: Total Budgetary Spending on Education (%) in Advanced Economy Commonwealth Countries (2000-2015)

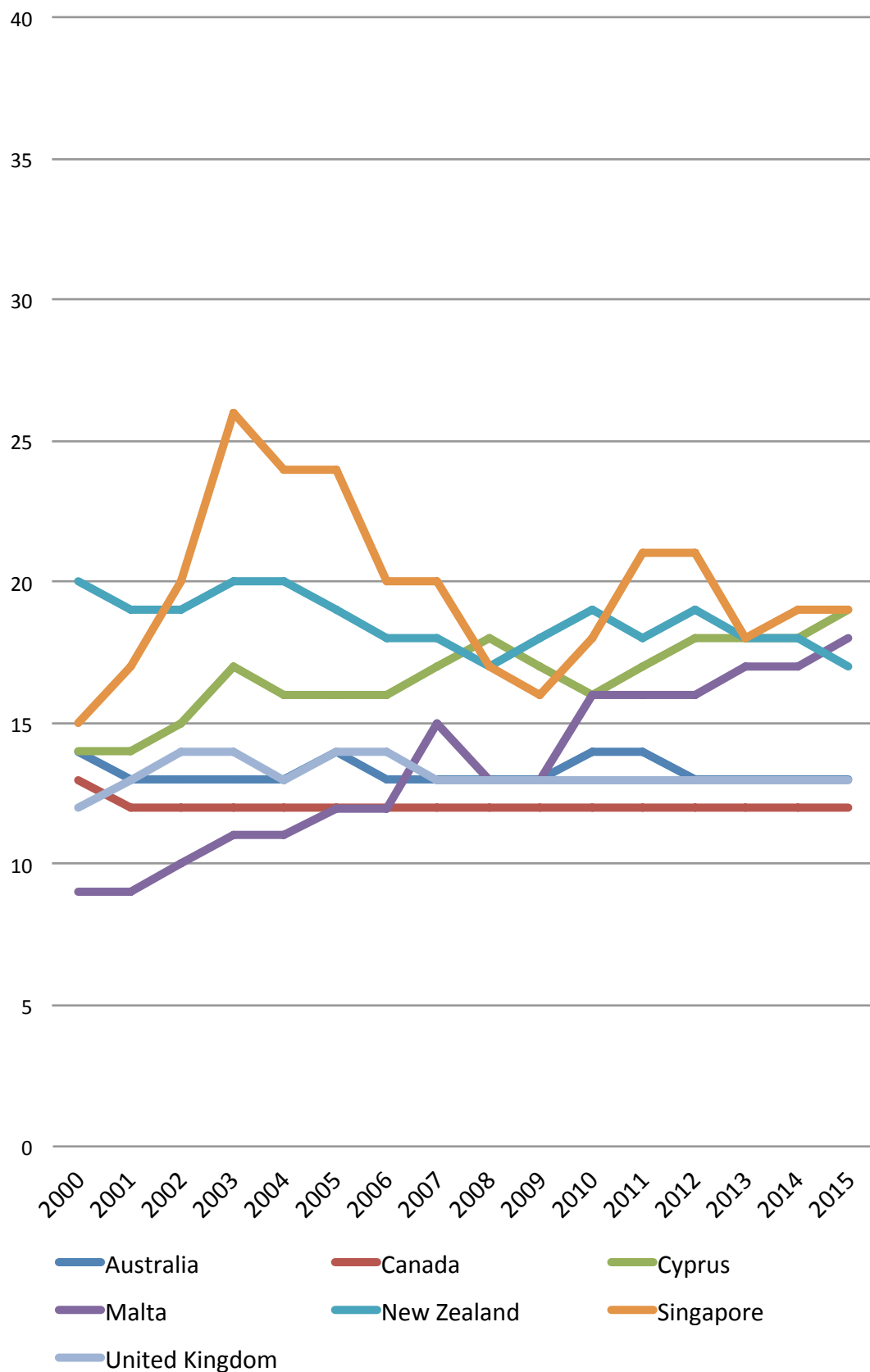
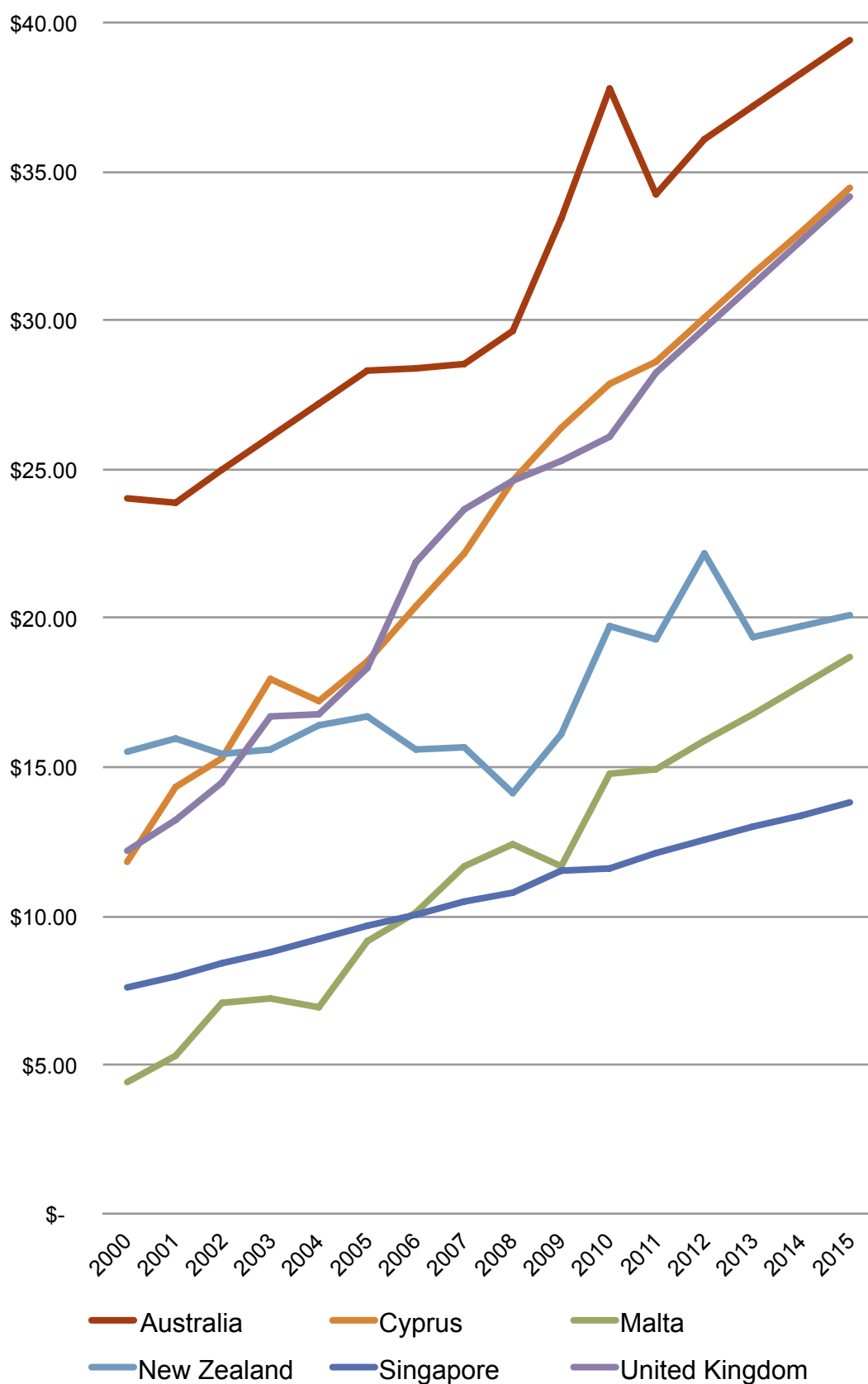


Chart 67: Total Spending Per Student Per Day on Education in Advanced Economy Commonwealth Countries (2000-2015)



8

African Commonwealth Countries

Eighteen countries are in this group, namely Botswana, Cameroon, Ghana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Seychelles, Sierra Leone, South Africa, Swaziland, Uganda, Tanzania and Zambia. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Pre-primary net enrolment rates increased in all countries except Rwanda (Chart 69 on page 99). Ghana's reported increase was particularly dramatic from below 30% in 2000 to nearly 90% in 2015. Mauritius and Seychelles had particularly high enrolment rates throughout the period, which translated into high pre-school life expectancies (Chart 76). Pre-school life expectancies increase significantly in Ghana and Kenya, but fluctuated in Rwanda, Sierra Leone and some other countries.

Primary Schooling

In general, primary adjusted net enrolment rates increased in all countries. Chart 70 on page 100 reports especially notable achievements in Ghana, Malawi and Mozambique. In Nigeria enrolment rates were more stagnant, and since Nigeria has a large population a very large proportion of primary-aged out-of-school children are in that country (Chart 71 on page 101 and Chart 72 on page 102). The absolute numbers of out-of-school children declined markedly in Tanzania, though expanded slightly in Uganda.

Secondary Schooling

At the lower secondary level, adjusted net enrolment rates increased in nearly all countries, in some countries by dramatic proportions (Chart 74 on page 104). In Namibia, for example, the reported rate increased from below 40% in 2000 to nearly 70% in 2015; and in Mauritius the corresponding increase was from below 70% to 100%. In absolute numbers, Chart 77 shows Mozambique as having the largest number of out-of-school youth in this age group, but data were missing from Nigeria which may be assumed to have had a considerably larger number since it had a much larger population. Ghana, Kenya and South Africa were among countries achieving significant reductions in the numbers of out-of-school youths in this age group.

Chart 76 on page 106 echoes Chart 74 by showing increased enrolment rates in all countries at the senior secondary level. Overall, Seychelles had the highest rates among the countries shown. Mozambique had the lowest rates, but nevertheless reported a remarkable expansion from just 5% to 28%.

Youth Unemployment

The figures for youth unemployment (Chart 77 on page 107) showed stability in some countries, but that may have been for lack of accurate data. Other countries showed considerable fluctuations, with youth unemployment being a major problem in such countries as South Africa and Namibia.

Government Expenditures on Education

The proportions of government expenditures allocated to education in most cases clustered between 17% and 22% (Chart 78 on page 108). The reported proportion in Zambia was low, while in Kenya it was high. The figures for Botswana showed a steep decline from a high level, which was mirrored in Chart 79 on page 109 in the total spending per student per day. In eight countries less than US\$0.50 per day was being spent per student, though figures were much higher in South Africa, Seychelles, Mauritius and Namibia.

Gender Parity

Chart 80 on page 110 and Chart 81 on page 111 report the gender parity indices at primary and lower secondary levels. In Nigeria, primary schooling continued to favour boys throughout the period, while Seychelles (which has a much smaller population and in this respect is more sensitive to statistical indicators) had seen a shift towards girls. Overall, there was considerable convergence towards parity at the primary level. At the lower secondary level, a striking number of countries had enrolments that favoured girls. This was especially notable in Lesotho.

ECCE in Africa

Chart 68: Pre-Primary Net Enrolment Rate (NER) in African Commonwealth Countries (2000-2015)

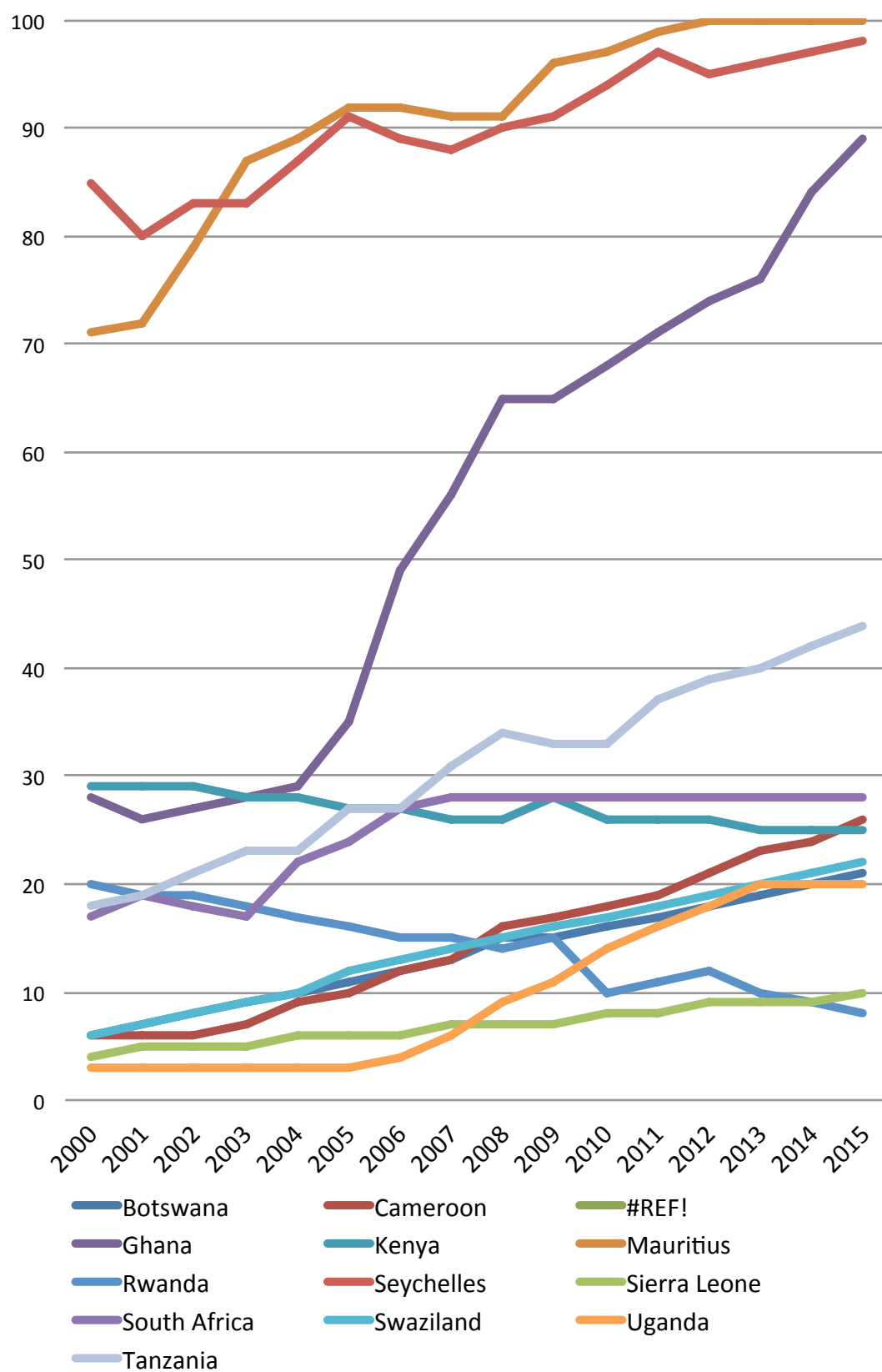
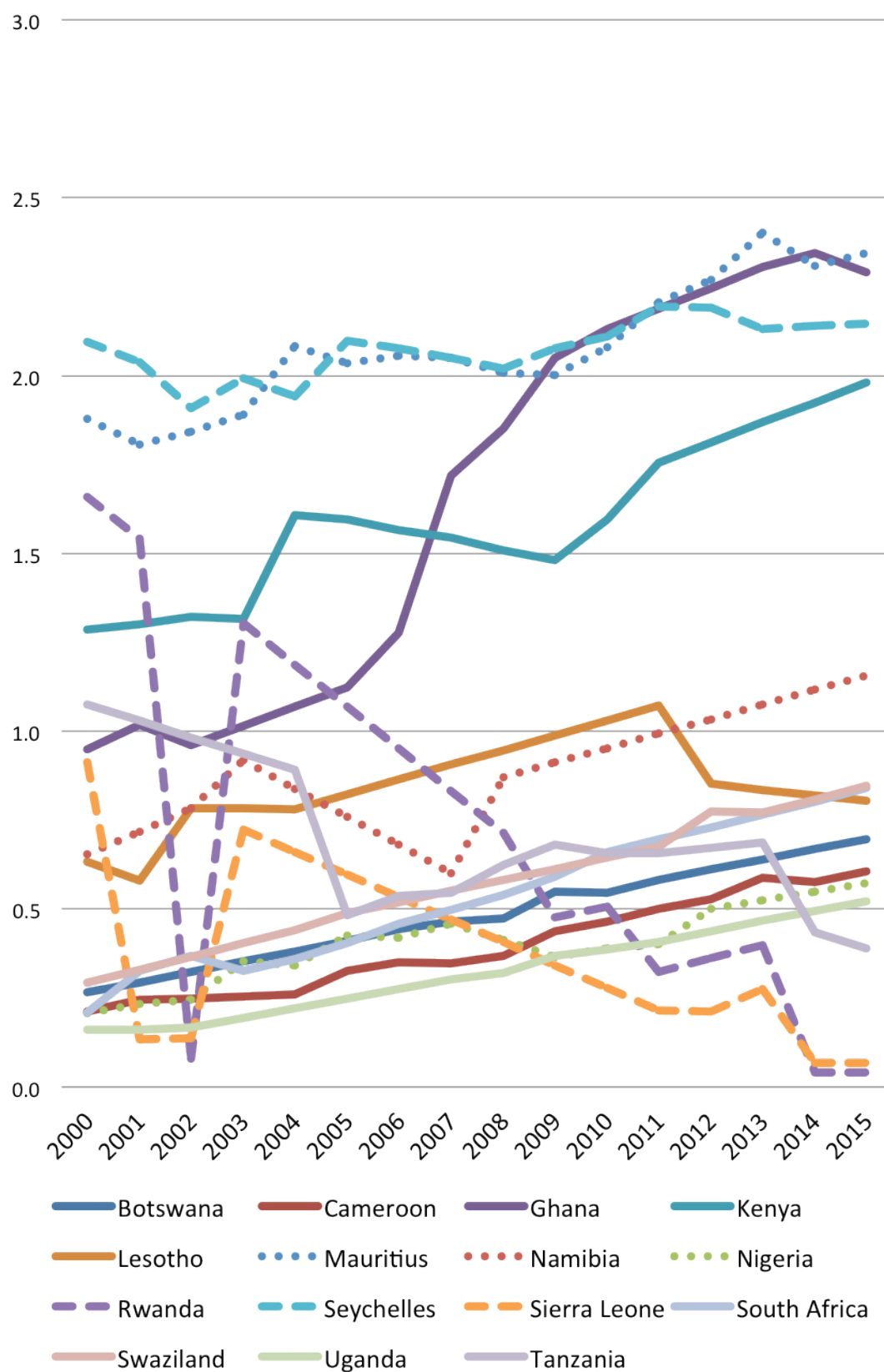


Chart 69: Pre-Primary School Life Expectancy (SLE) in African Commonwealth Countries (2000-2015)



Primary Schooling in Africa

Chart 70: Primary Adjusted Net Enrolment Rate (ANER) in African Commonwealth Countries (2000-2015)

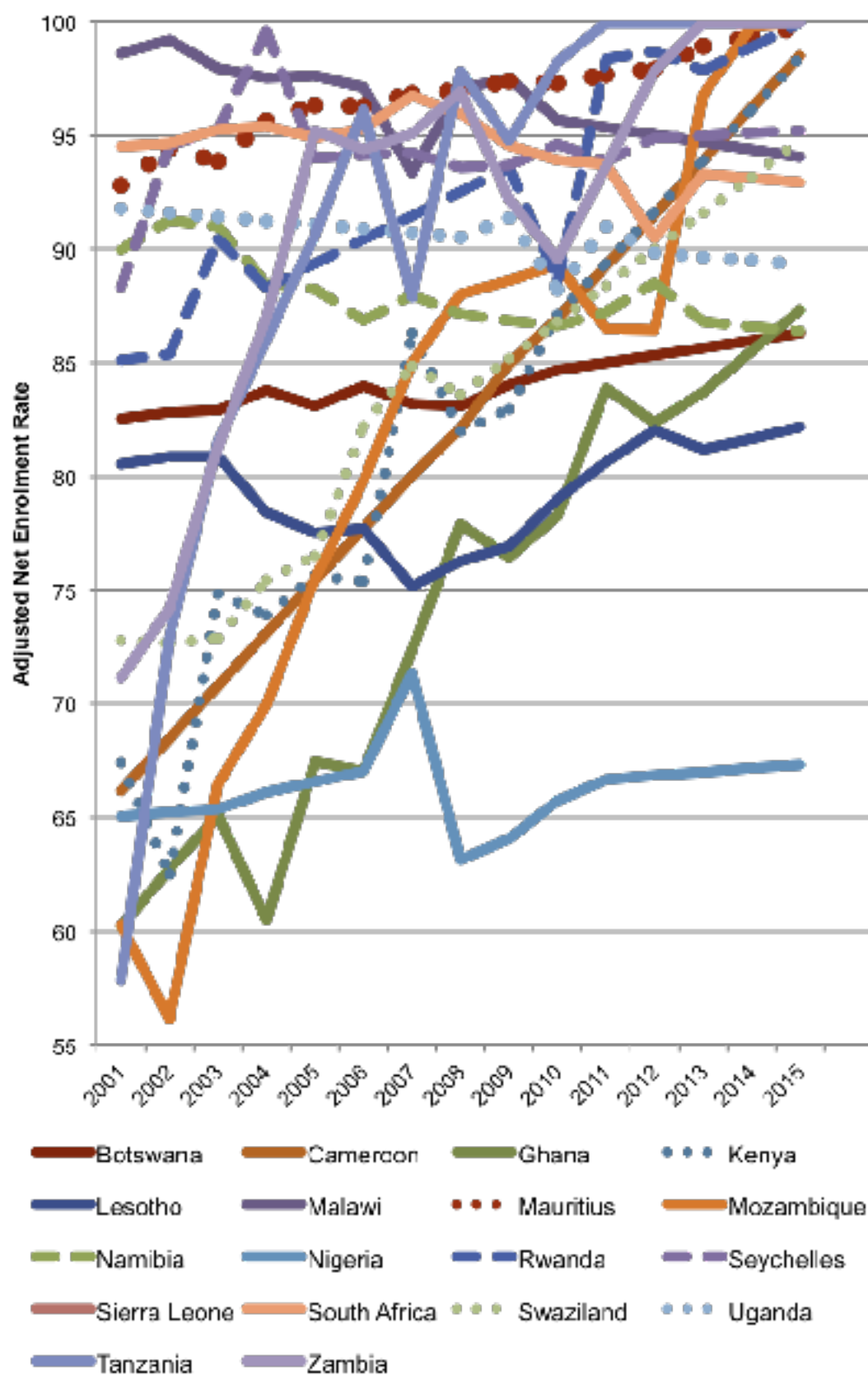
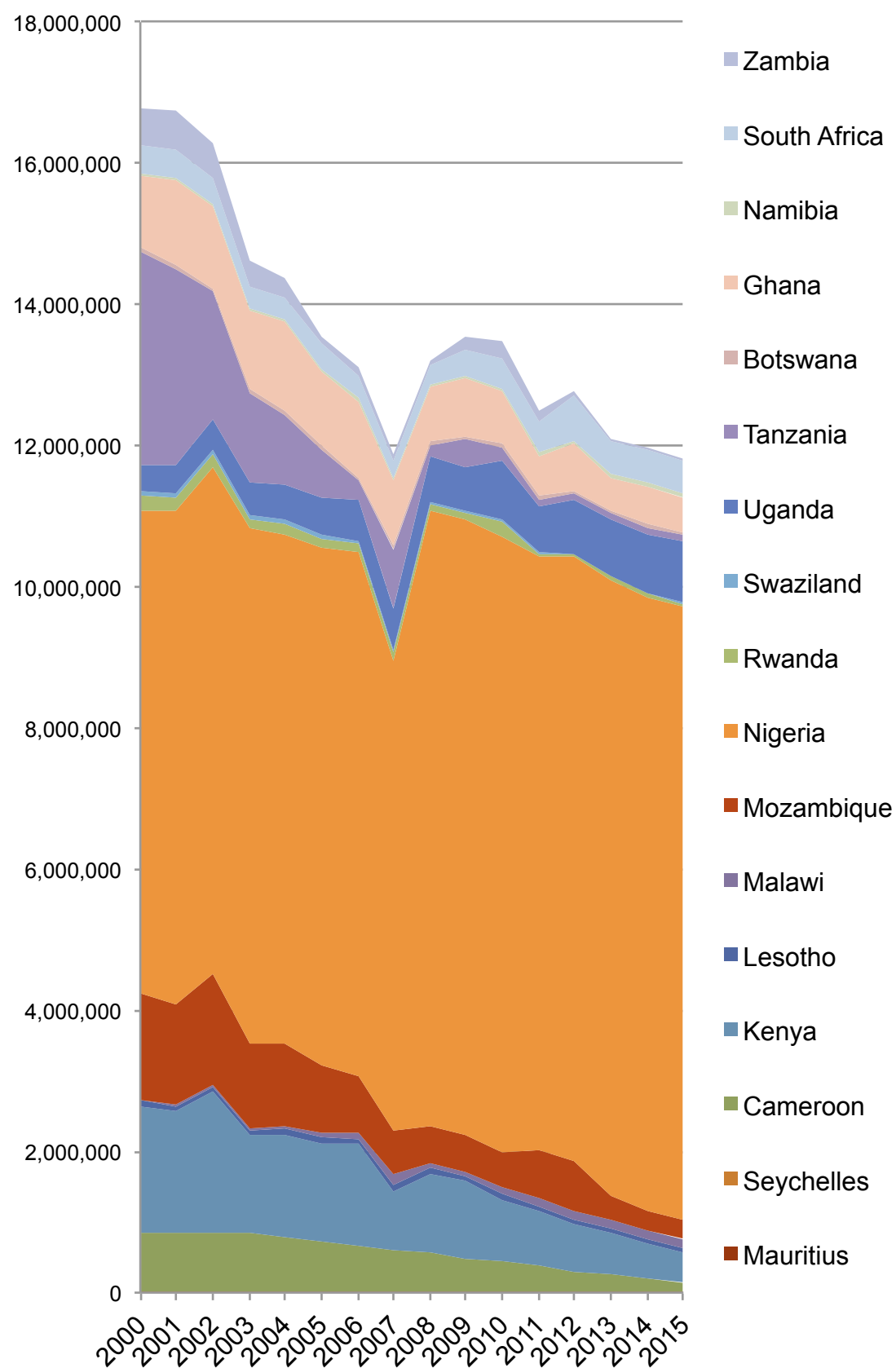


Chart 71: Primary Aged Out-of-School Children in African Countries (2000-2015)



Primary School-Aged Demographics in Africa

Chart 72: Primary School Aged Population and Out-Of-School Youth in African Commonwealth Countries (2015 Estimate)

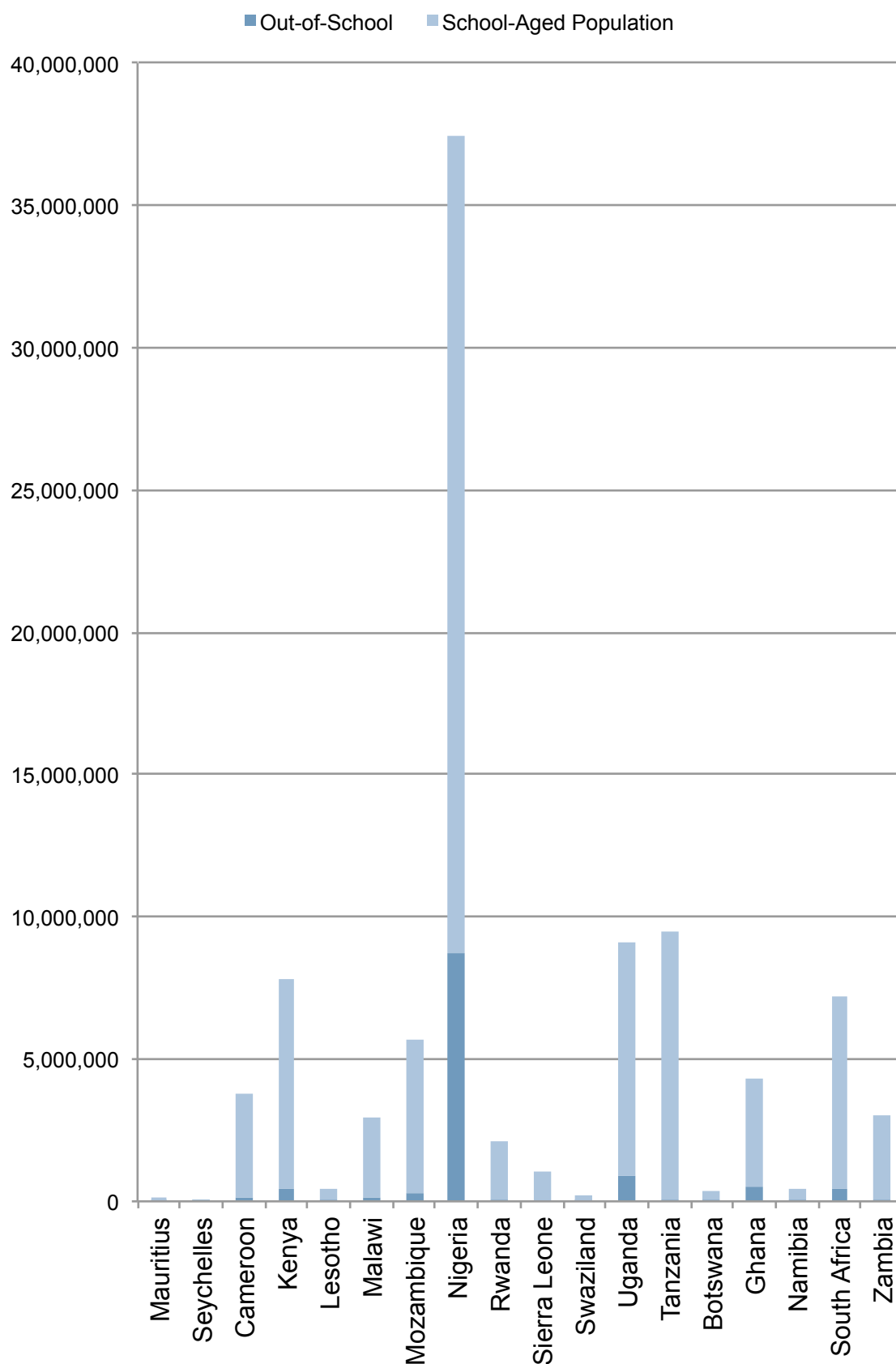
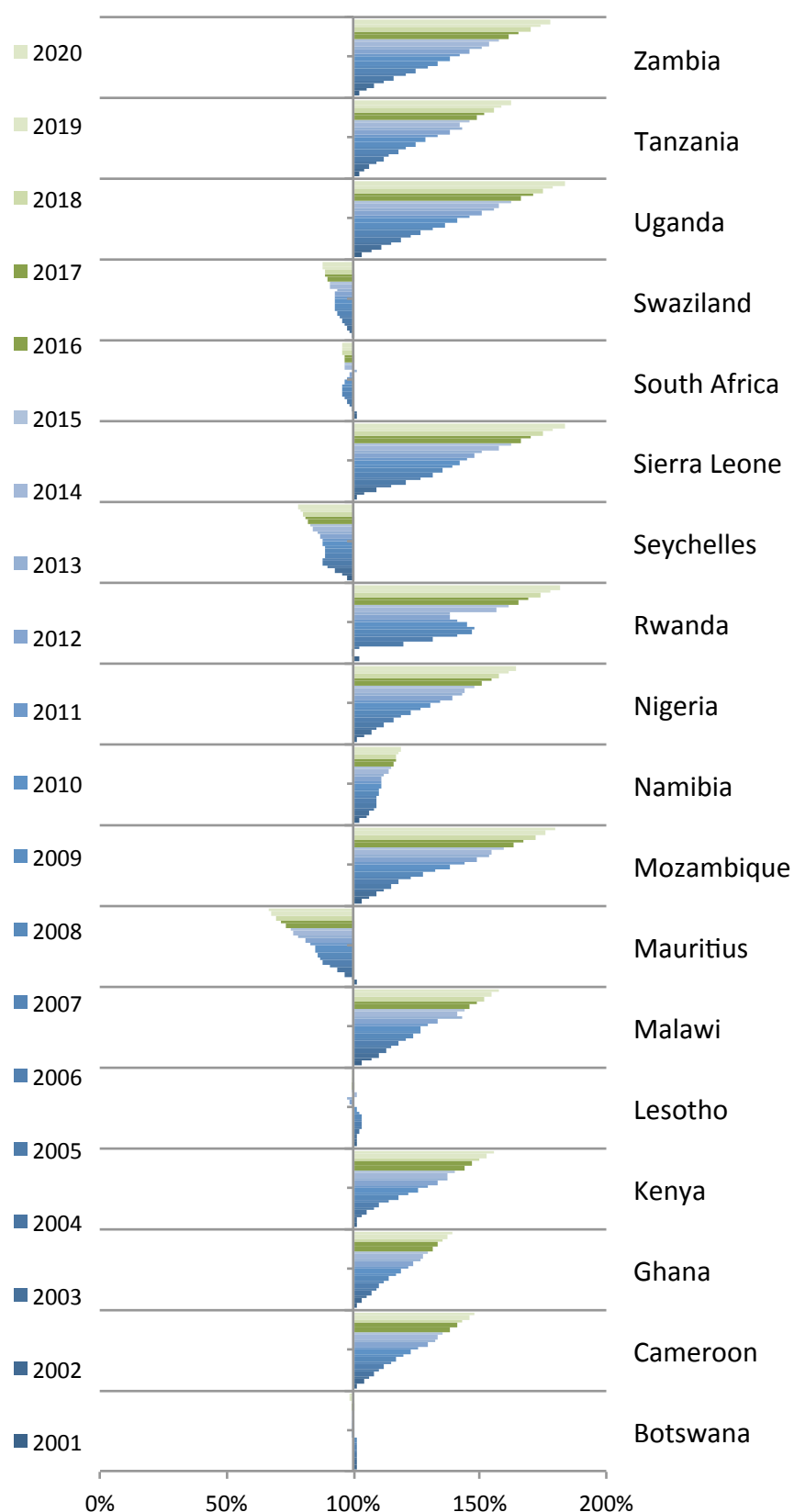


Chart 73: Percentage Change in Primary School-Aged Population In Sub-Saharan African Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in Africa

Chart 74: Lower Secondary Adjusted Net Enrolment Rate (ANER) in African Countries (2000-2015)

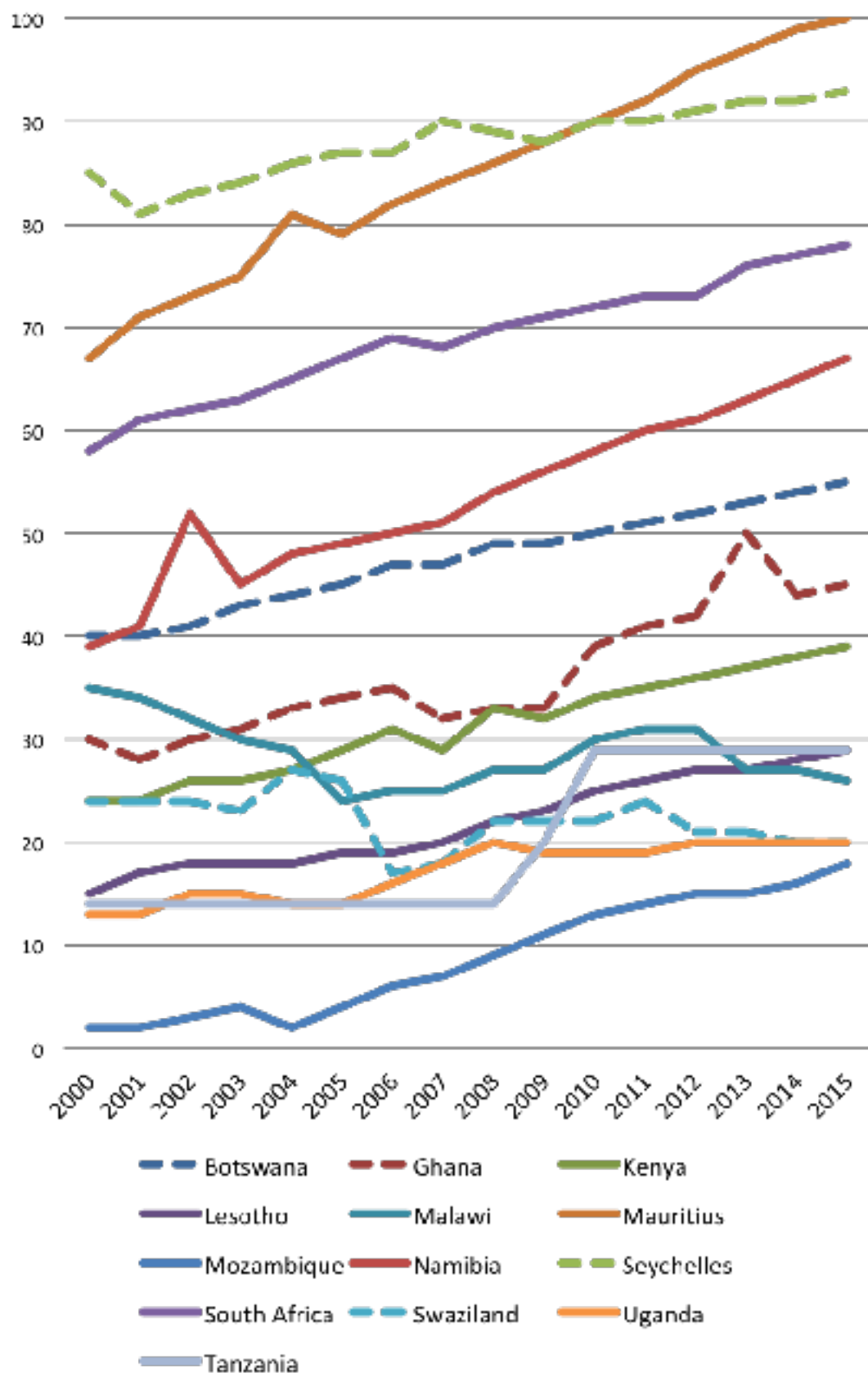


Chart 75: Lower Secondary Aged Out-of-School Children in African Countries (2000-2015)

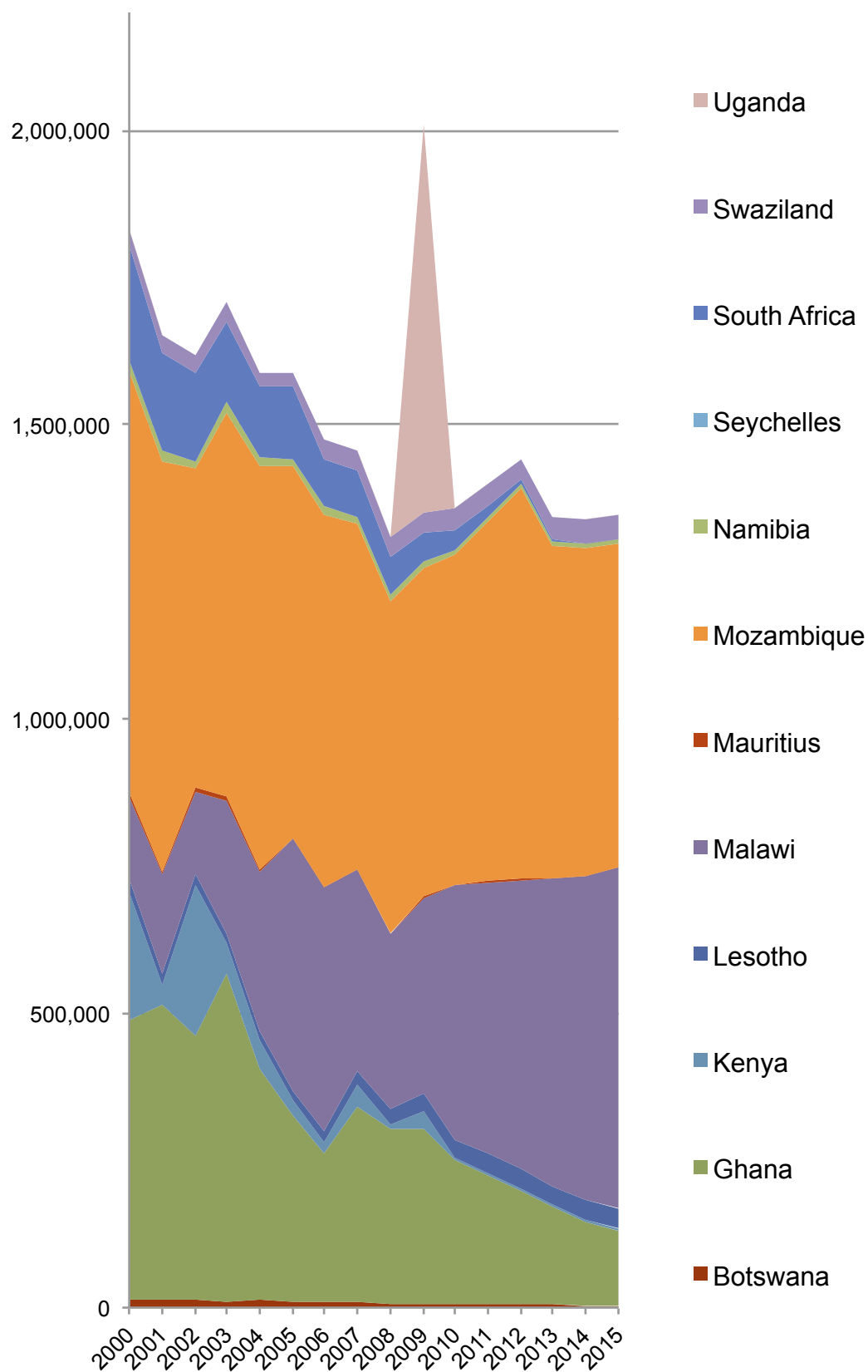


Chart 76: Upper Secondary Adjusted Net Enrolment Rate (ANER) in African Countries (2000-2015)

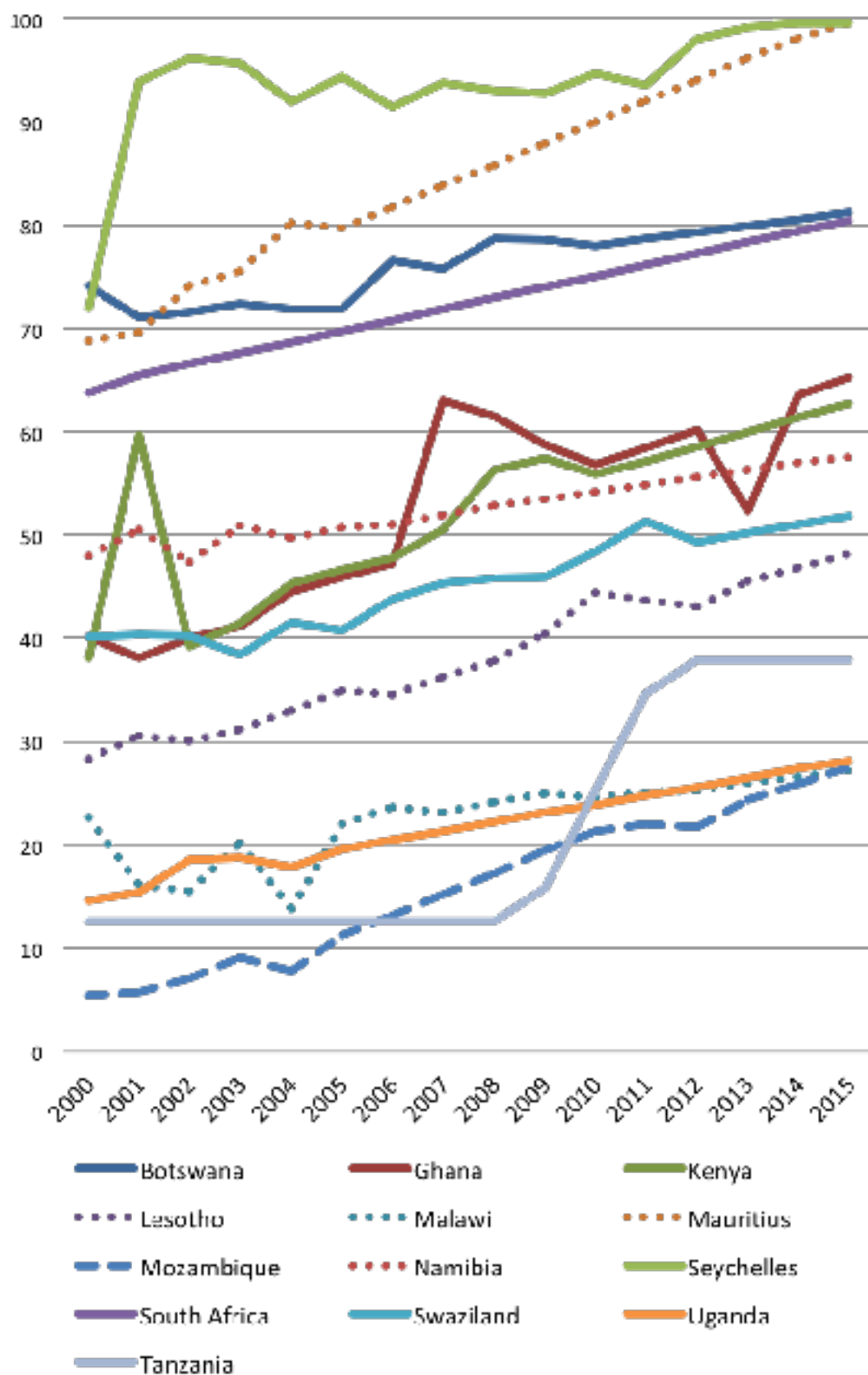
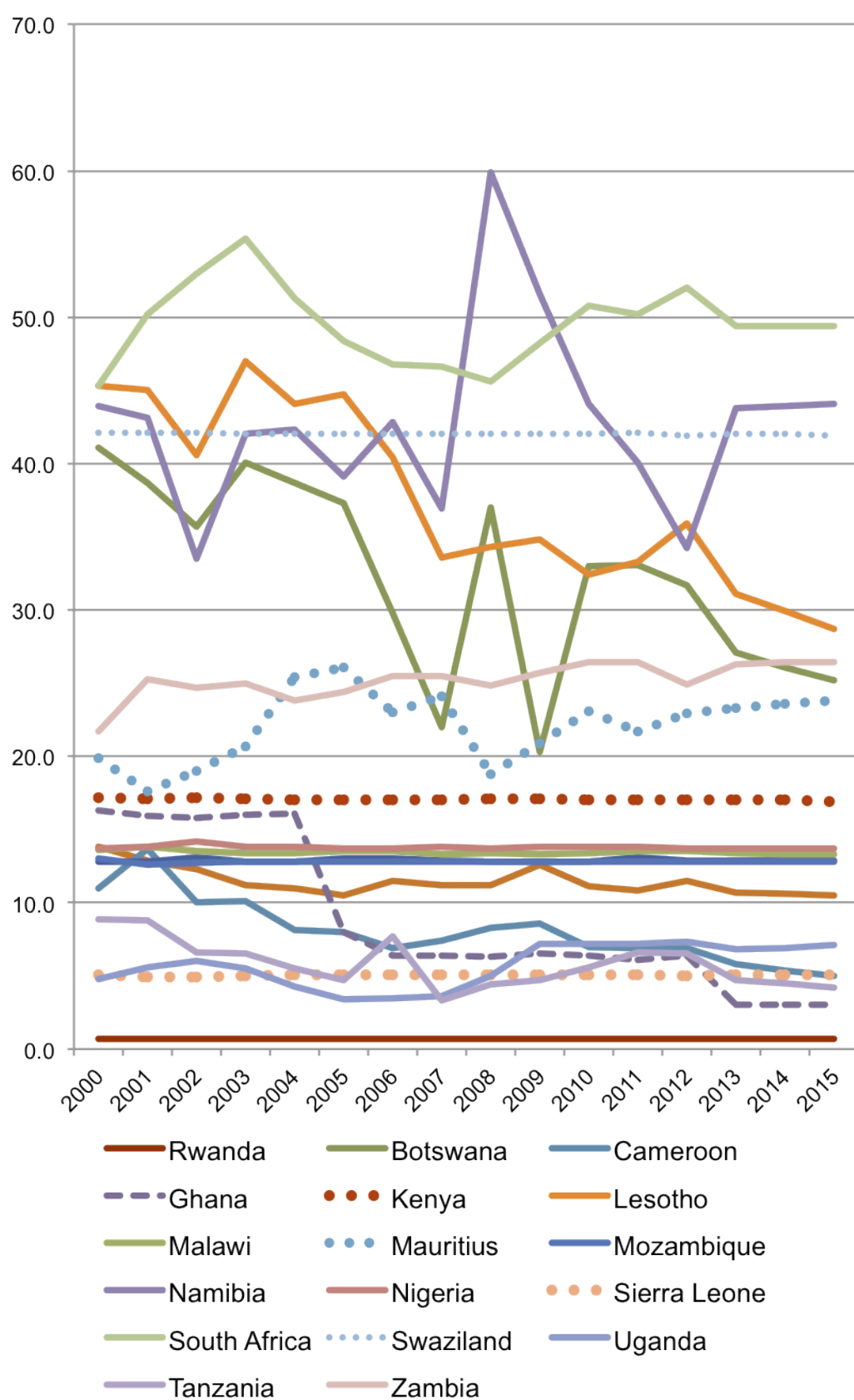


Chart 77: Youth Unemployment Rate in African Countries (2000-2015)



Educational Spending in Africa

Chart 78: Total Budgetary Spending on Education (%) in African Commonwealth Countries (2000-2015)

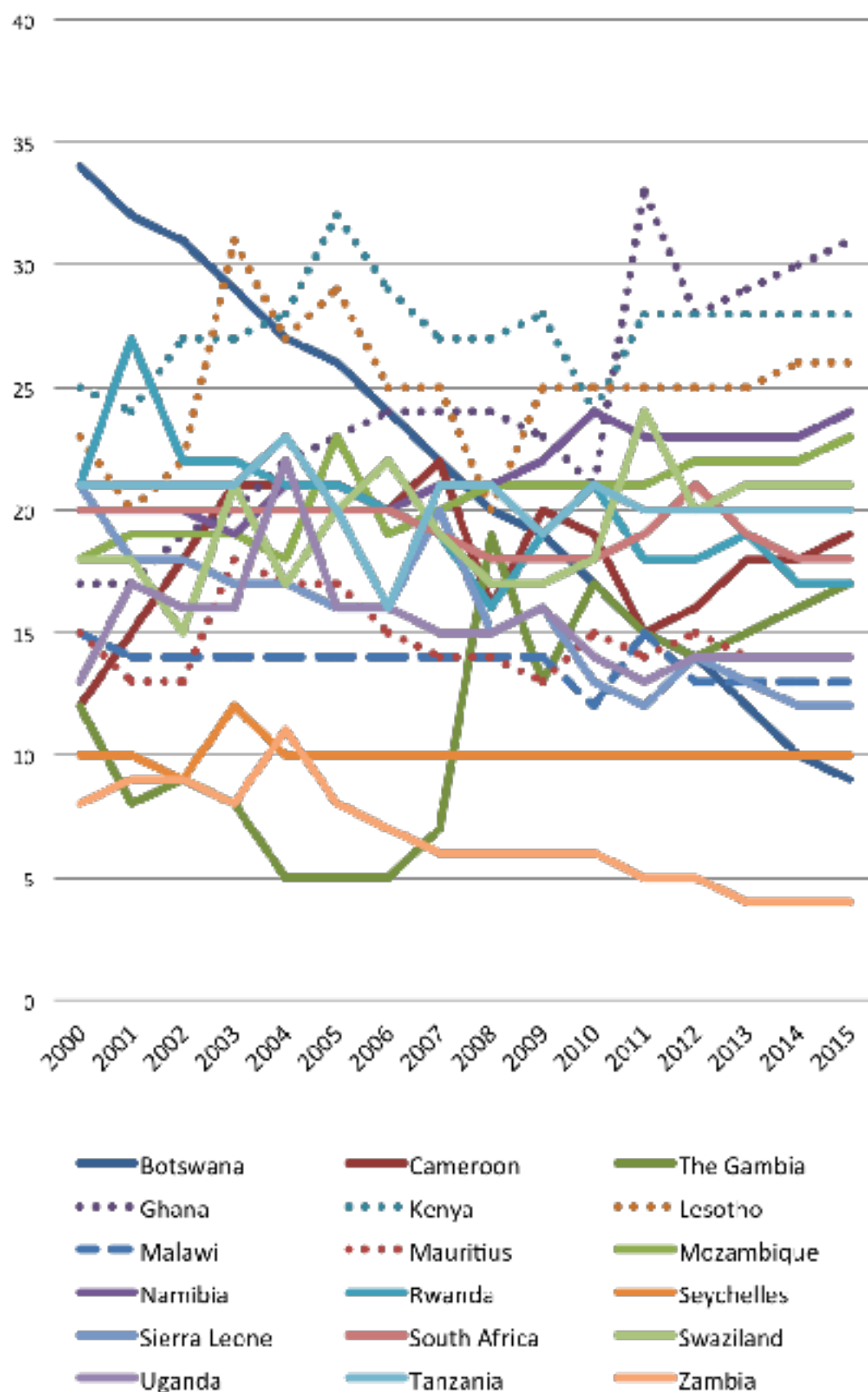
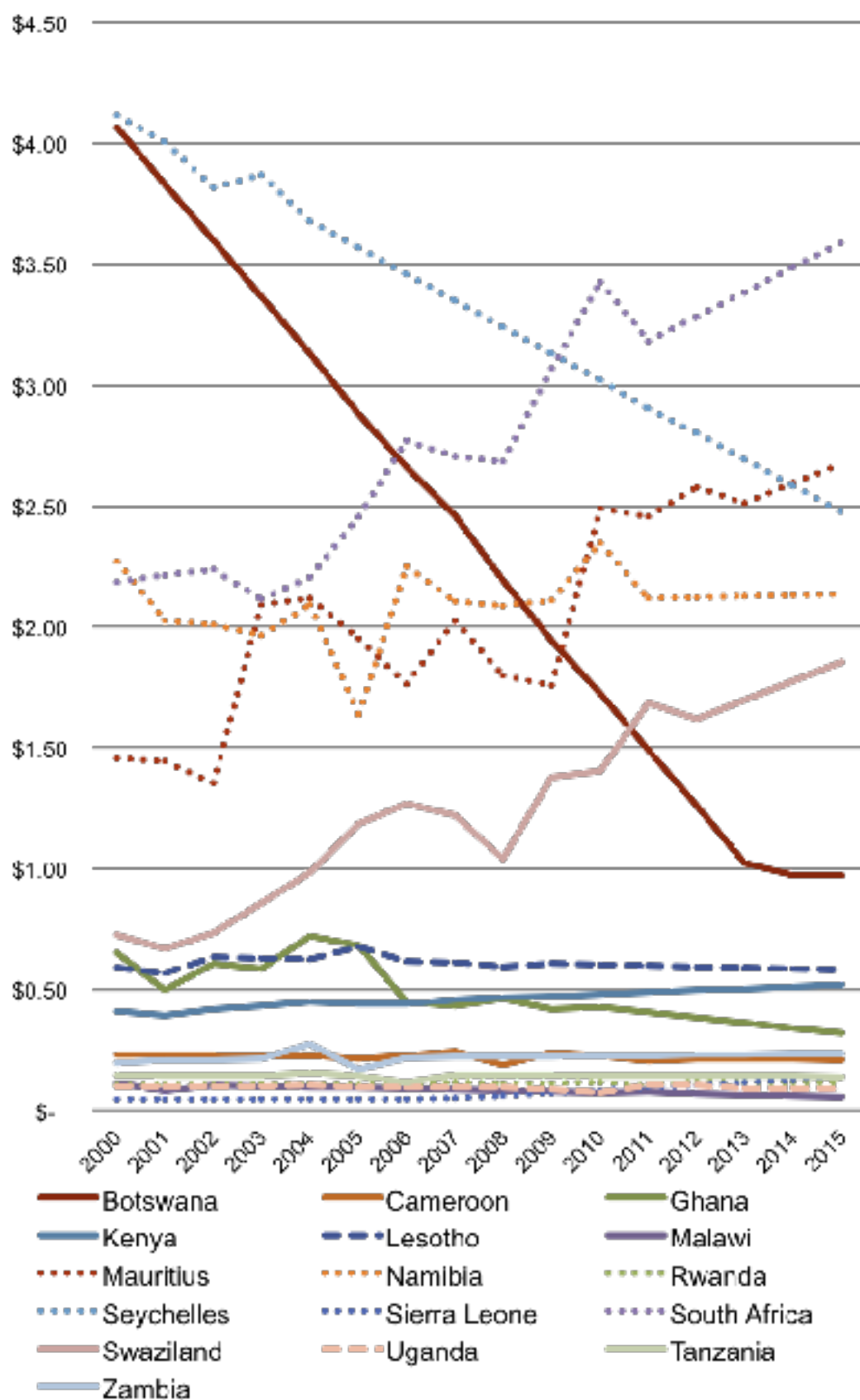


Chart 79: Total Spending Per Student Per Day on Education in African Commonwealth Countries (2000-2015)



Gender Equity in Africa

Chart 80: Primary ANER Gender Parity Index in African Commonwealth Countries (2000-2015)

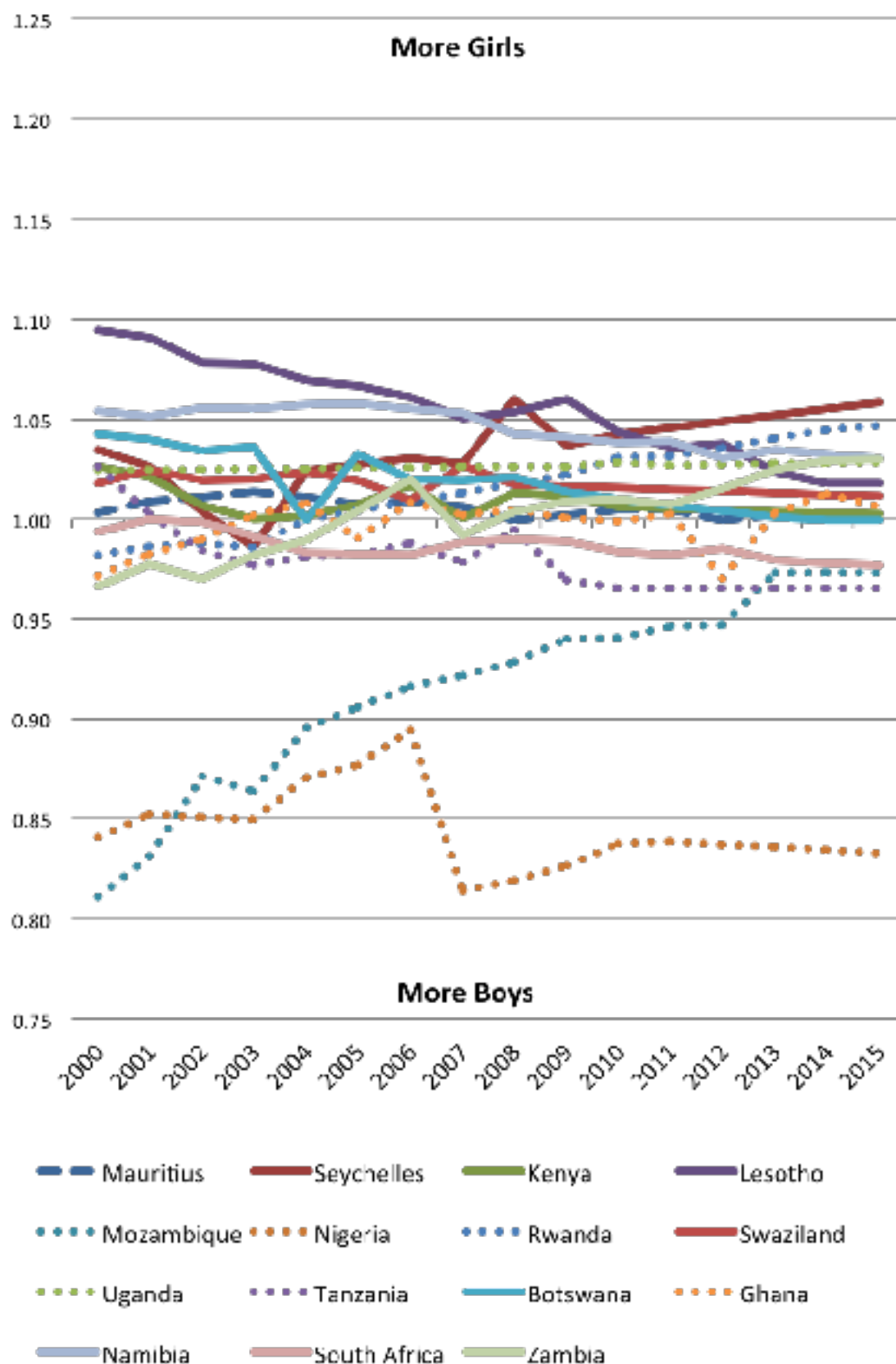
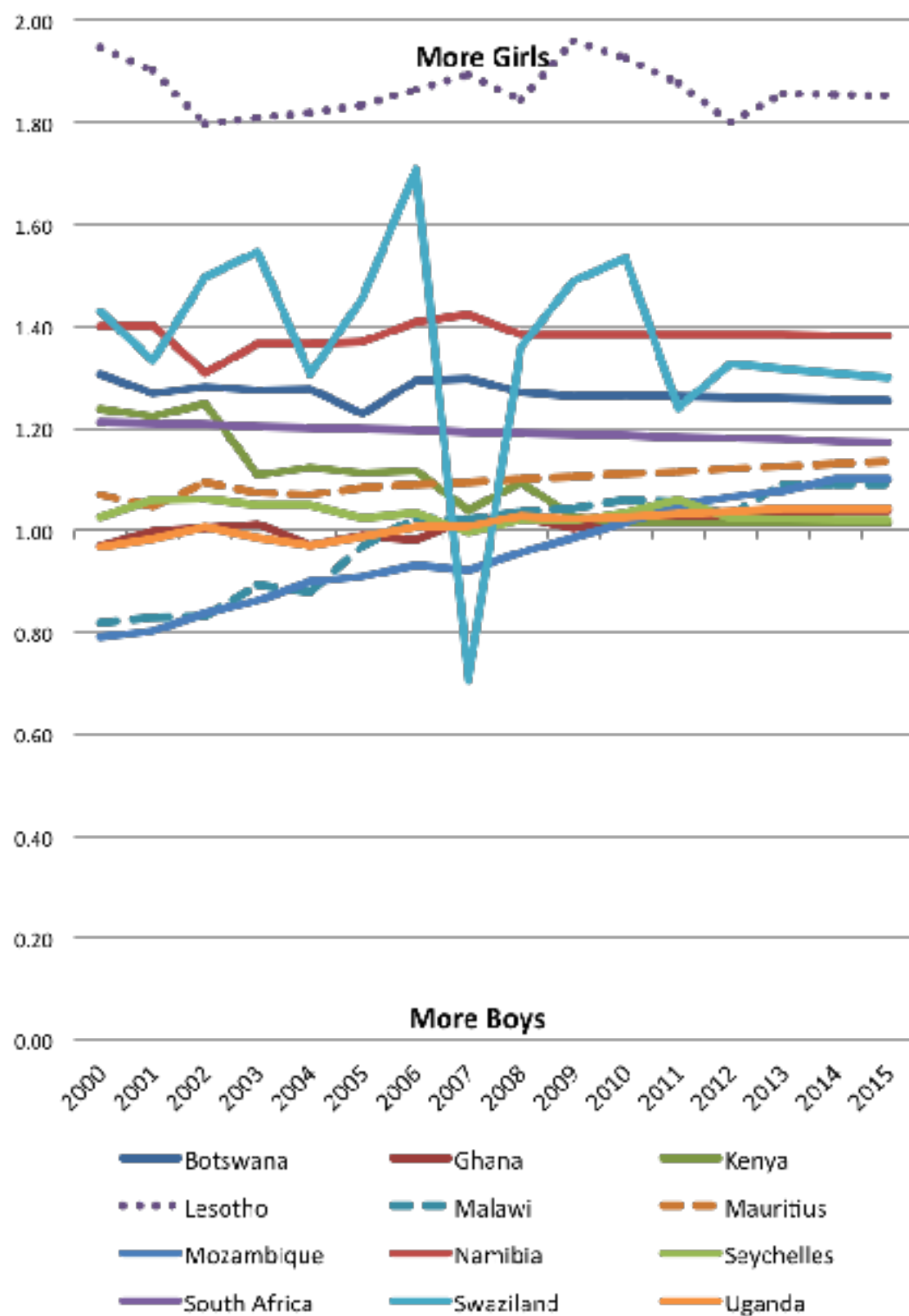


Chart 81: Lower Secondary ANER Gender Parity Index in African Commonwealth Countries (2000-2015)



9

Asian Commonwealth Countries

Seven countries are in this group, namely Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Pakistan and Sri Lanka. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Among the five countries for which data on pre-primary net enrolment rates are available (Chart 82 on page 114), increases are shown for four and a decrease for one, i.e. Brunei Darussalam. The reported increase in Pakistan is especially notable. The rate in Bangladesh also grew impressively, though at a much lower level.

Chart 83 expands on Chart 82 with data on pre-primary school life expectancy. The dramatic upward trend in Maldives and downward trend in Sri Lanka are notable. Four other countries showed steady upward trends. The data for Bangladesh indicate a reduction in pre-primary life expectancy despite the expanded enrolment rate.

Primary Schooling

Chart 84 shows primary adjusted net enrolment rates in the seven countries. The figures reported for India indicated expansion from just over 85% to 100%. Near universal education was also achieved in Malaysia, though the figures for Bangladesh, Brunei Darussalam, Maldives and Sri Lanka showed some decline. Dramatic increases were reported for Pakistan – from 55% to 80%. Nevertheless, Pakistan still had large numbers of out-of-school children, as indicated in Chart 85.

Secondary Schooling

Chart 88 indicates that lower secondary adjusted net enrolment rates in five of the seven countries increased. In two countries – Sri Lanka and Malaysia – the reported enrolment rates diminished slightly, but from a high level. India and Maldives were reported to have achieved remarkable increases, while the figure for Bangladesh was stable at around 60%.

Considerable accomplishments were also evident at the level of upper secondary education. Data were not available for India, but all six of the countries shown in Chart

90 had increases during the period. The most remarkable were Brunei Darussalam, Sri Lanka, and Maldives.

Youth Unemployment

According to Chart 91, youth unemployment was particularly high in Maldives. It had also been high in Sri Lanka, though was markedly reduced during the period. Youth unemployment in the other five countries was reported to be lower, and to have declined significantly in Pakistan.

Government Expenditures on Education

Expenditures on education as a proportion of government budgets were reported to have converged during the period at between 9% and 14%. In some cases this was the result of a reduction, particularly in Malaysia and Maldives, though in Sri Lanka it reflected an increase. Despite this pattern, Chart 93 indicated a sharp increase in spending per student per day in Malaysia and Maldives.

Gender Parity

Chart 94 shows considerable advance towards gender parity at the primary level. Most striking is the progress made in Pakistan. Progress was also made in Bangladesh, though the Malaysian statistics indicated some movement away from parity in favour of boys. This pattern in Malaysia was also evident at the lower secondary level (Chart 95), but again great advance was achieved in Pakistan. Patterns in Bangladesh and Maldives favoured girls, while Brunei Darussalam was reported to have achieved gender parity in 2015.

ECCE in Asia

Chart 82: Pre-Primary Net Enrolment Rate (NER) in Asian Commonwealth Countries (2000-2015)

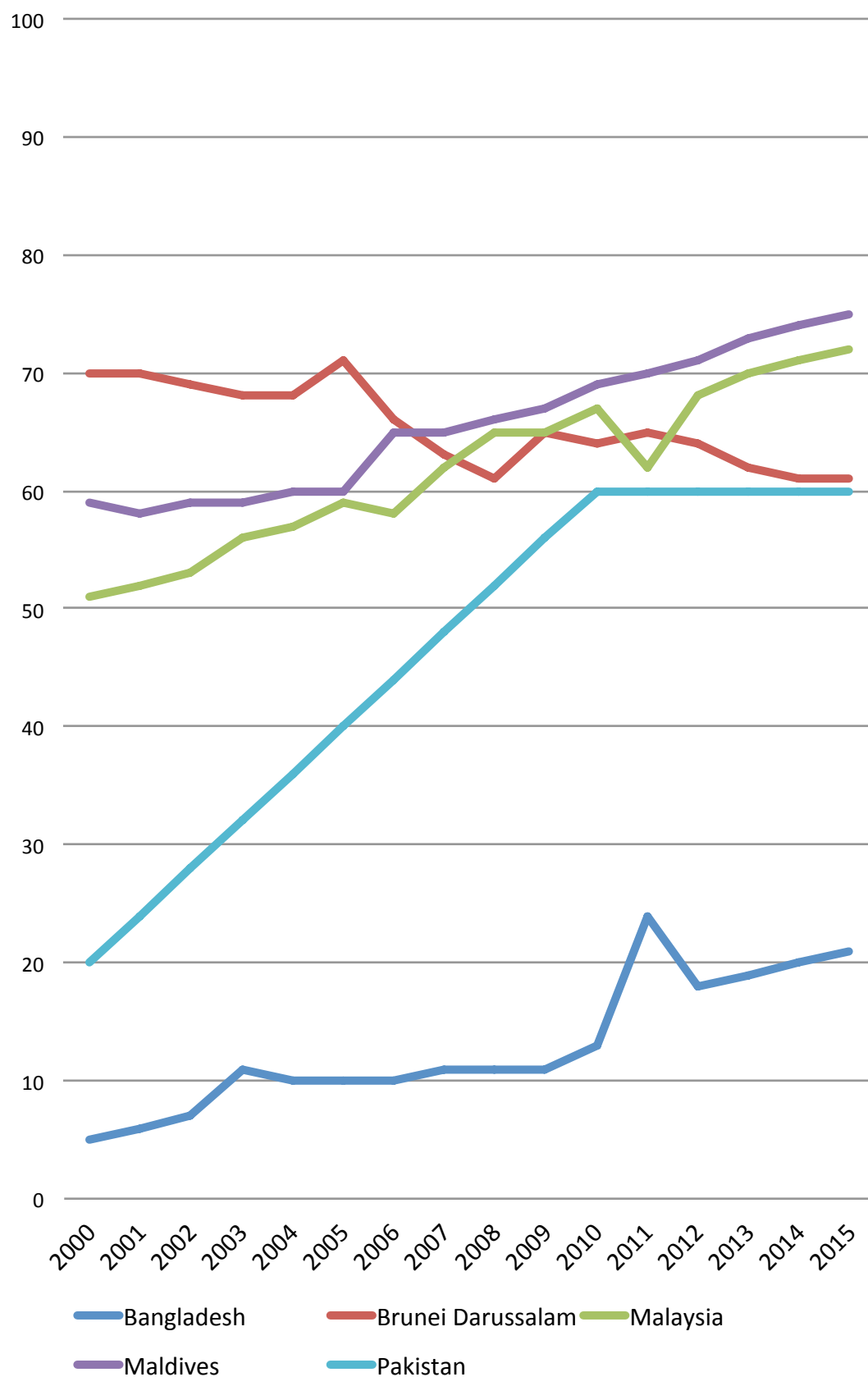
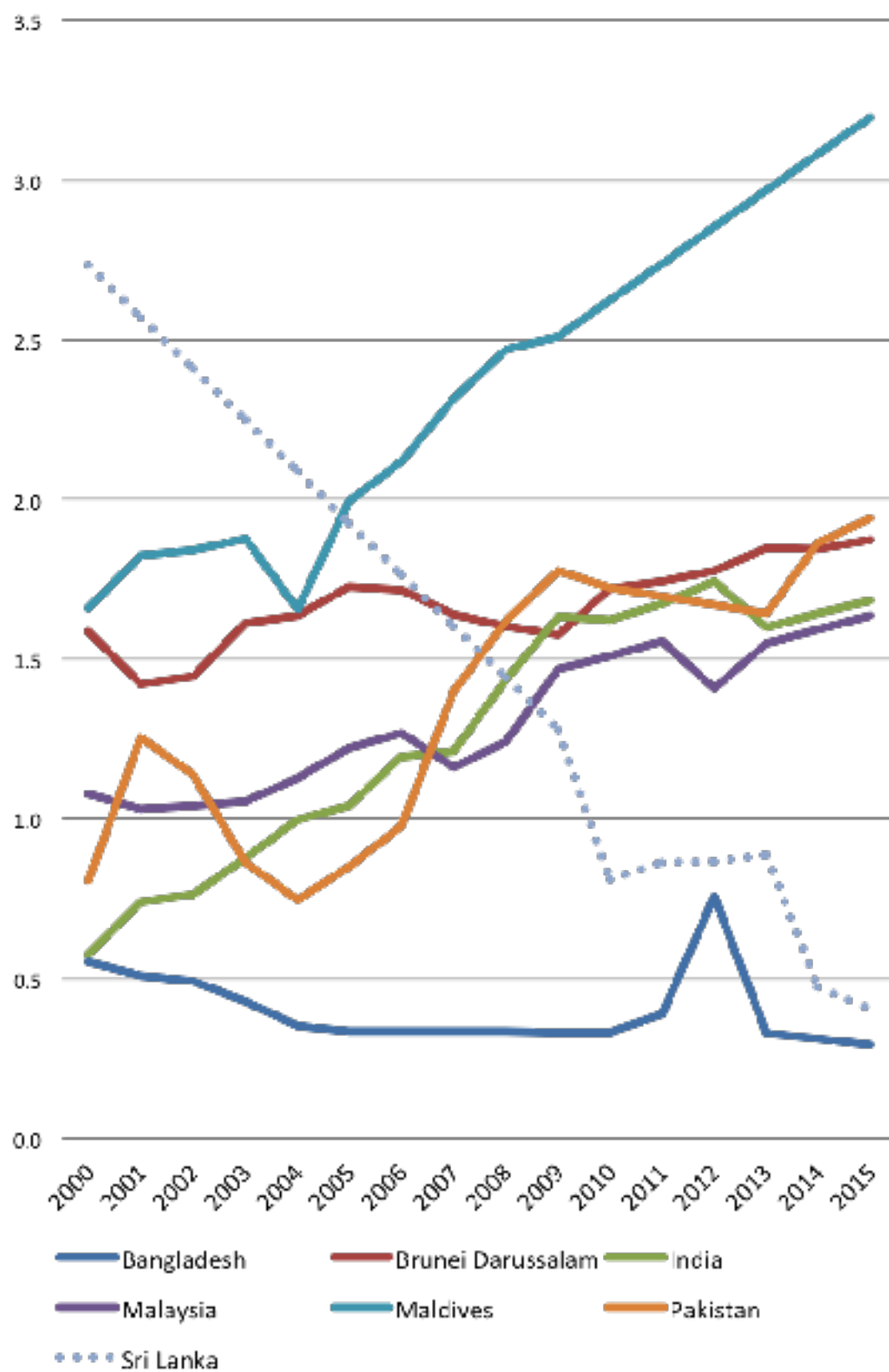


Chart 83: Pre-Primary School Life Expectancy (SLE) in Asian Commonwealth Countries (2000-2015)



Primary Schooling in Asia

Chart 84: Primary Adjusted Net Enrolment Rate (ANER) in Asian Commonwealth Countries (2000-2015)

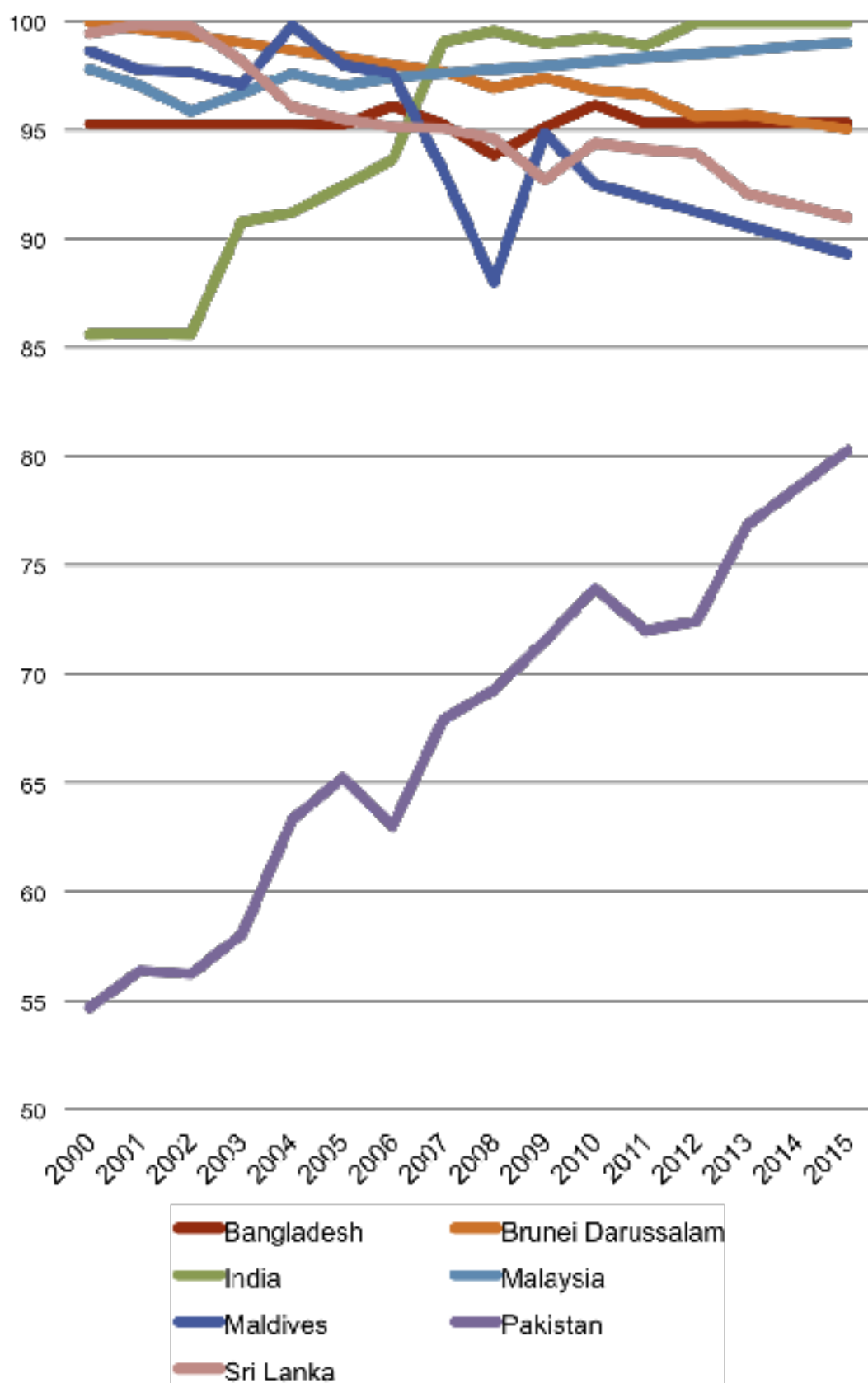
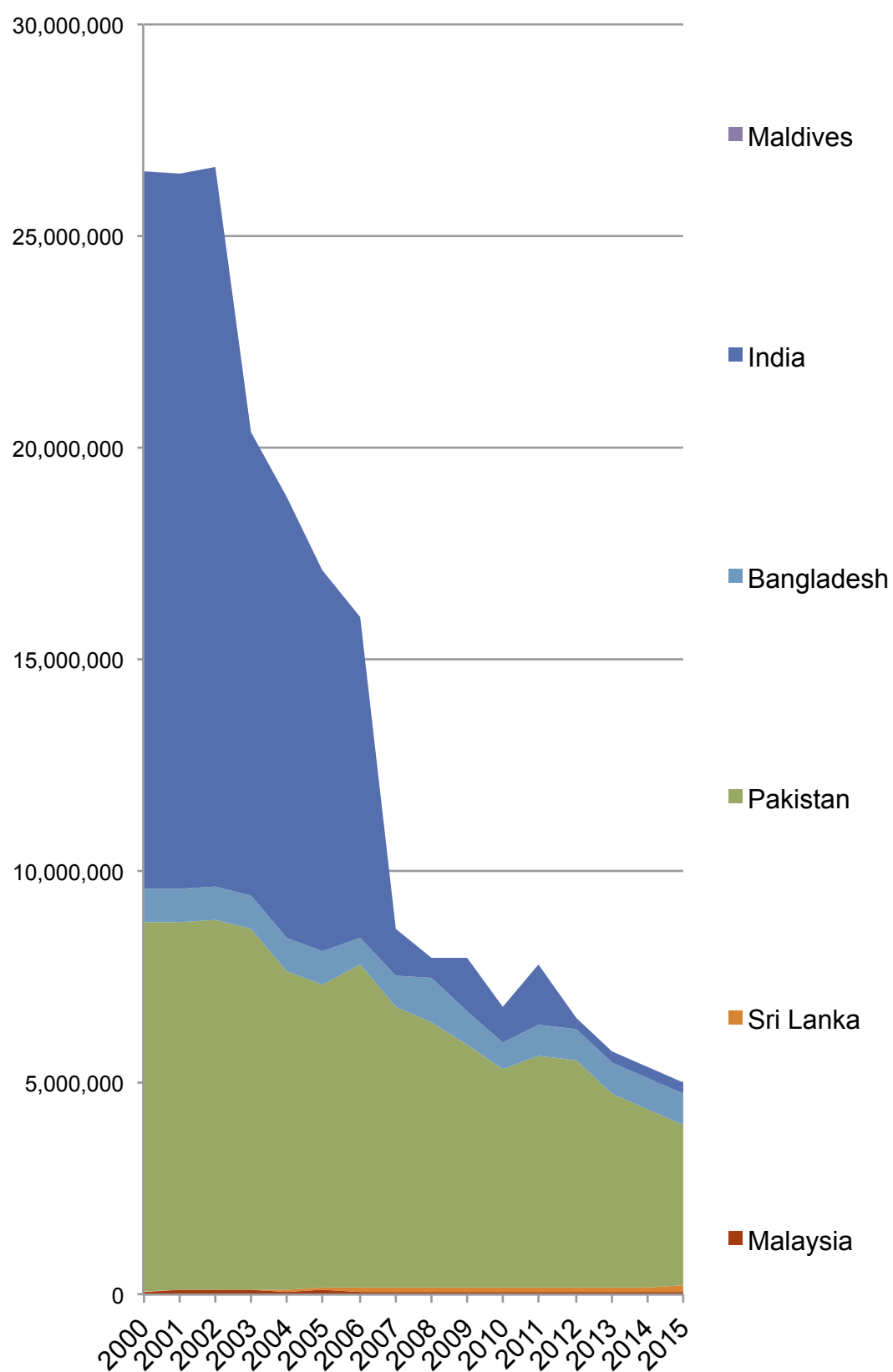


Chart 85: Primary Aged Out-of-School Children in Asian Countries (2000-2015)



Primary School-Aged Demographics in Asia

Chart 86: Primary School Aged Population and Out-Of-School Youth in Asian Commonwealth Countries (2015 Estimate)

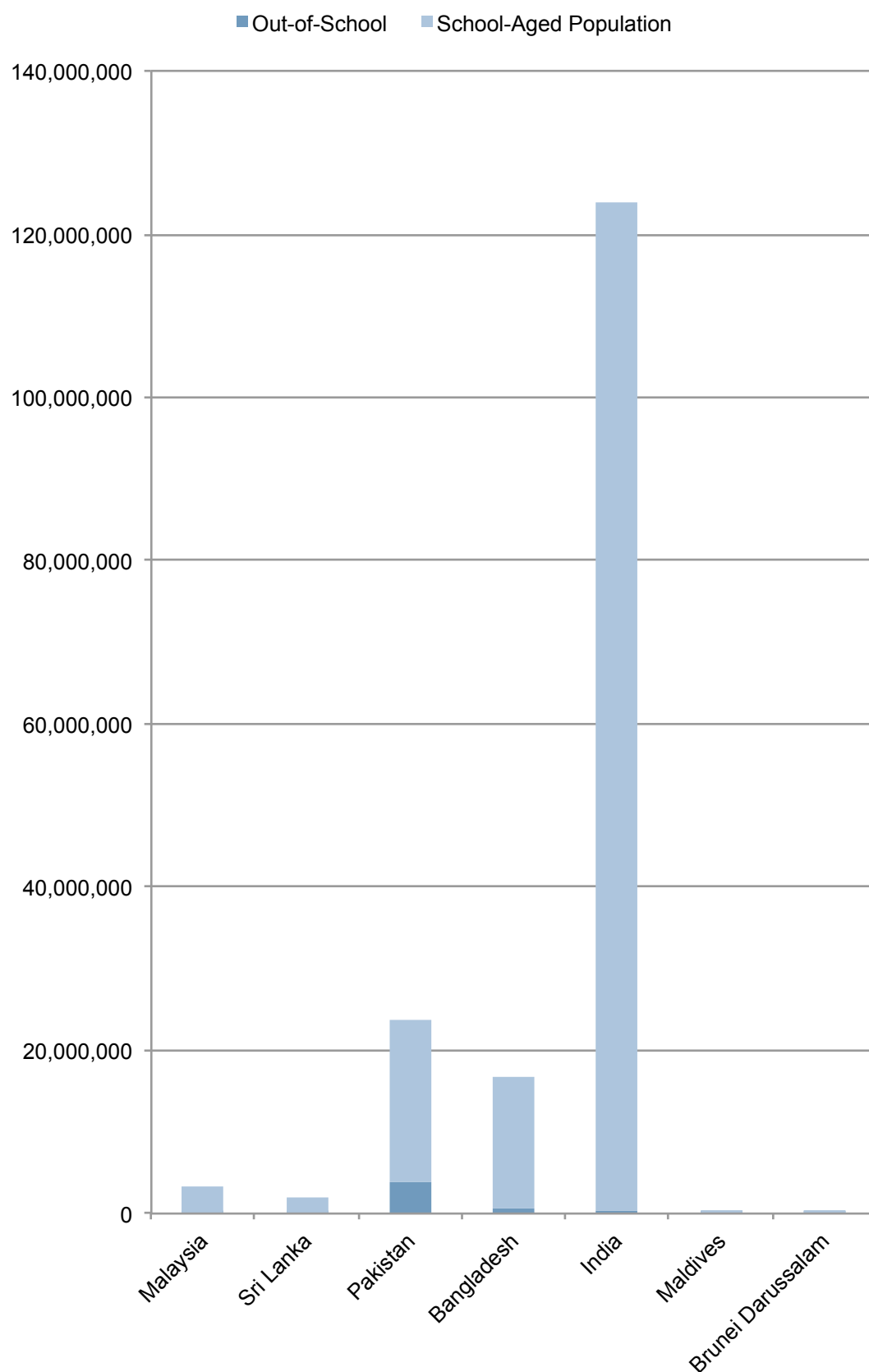
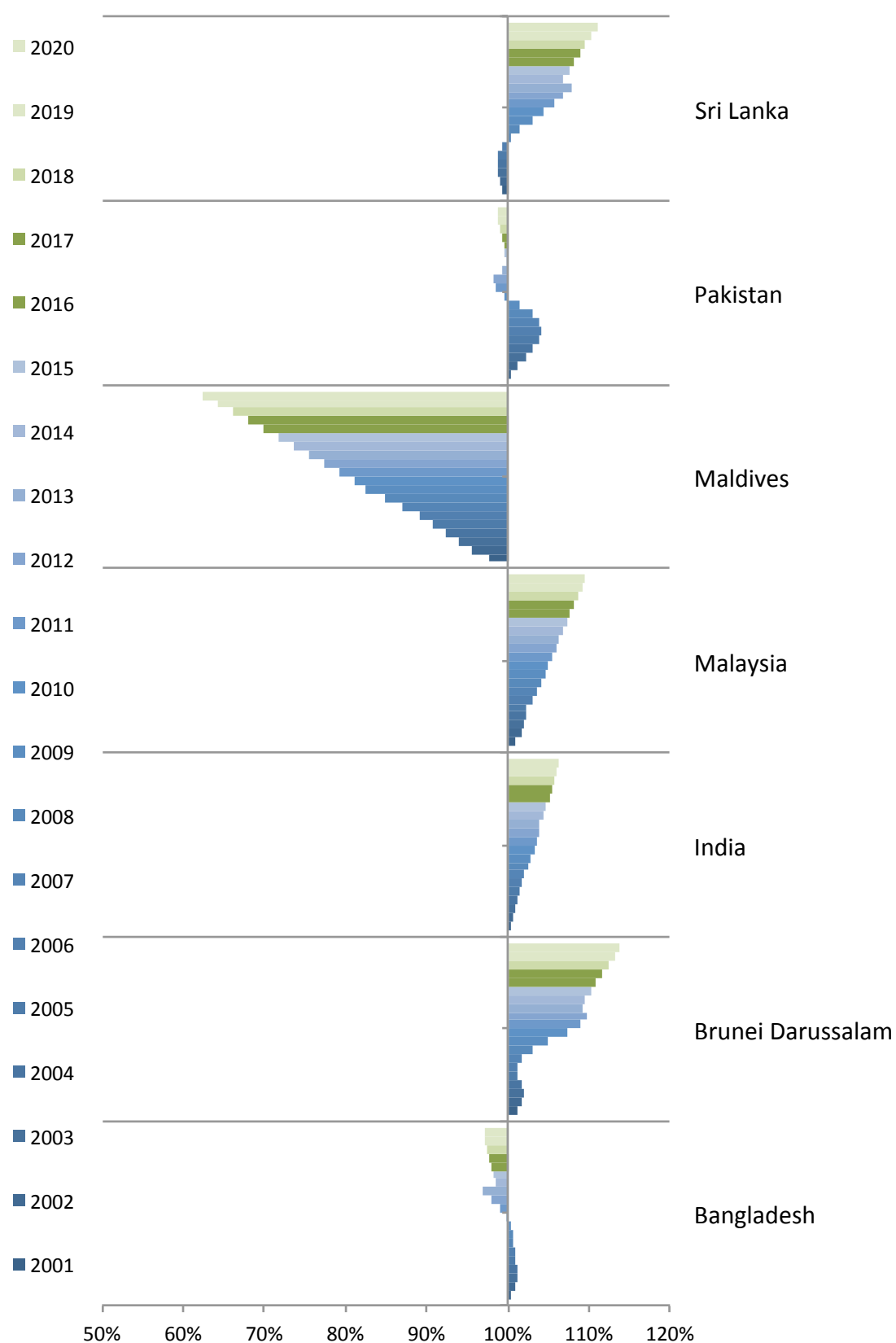


Chart 87: Percentage Change in Primary School-Aged Population In Asian Commonwealth Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in Asia

Chart 88: Lower Secondary Adjusted Net Enrolment Rate (ANER) in Asian Countries (2000-2015)

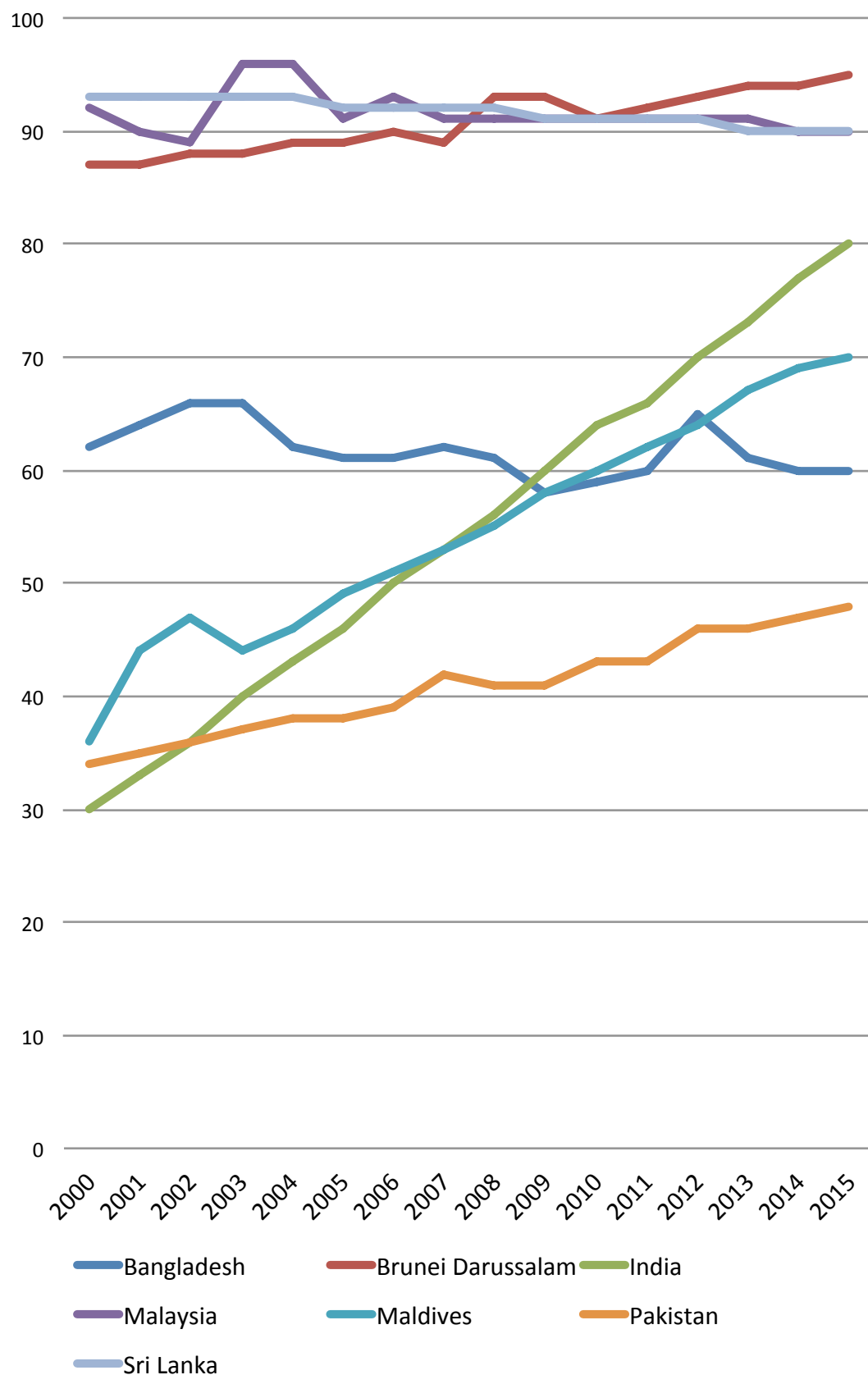


Chart 89: Lower Secondary Aged Out-of-School Children in Asian Countries (2000-2015)

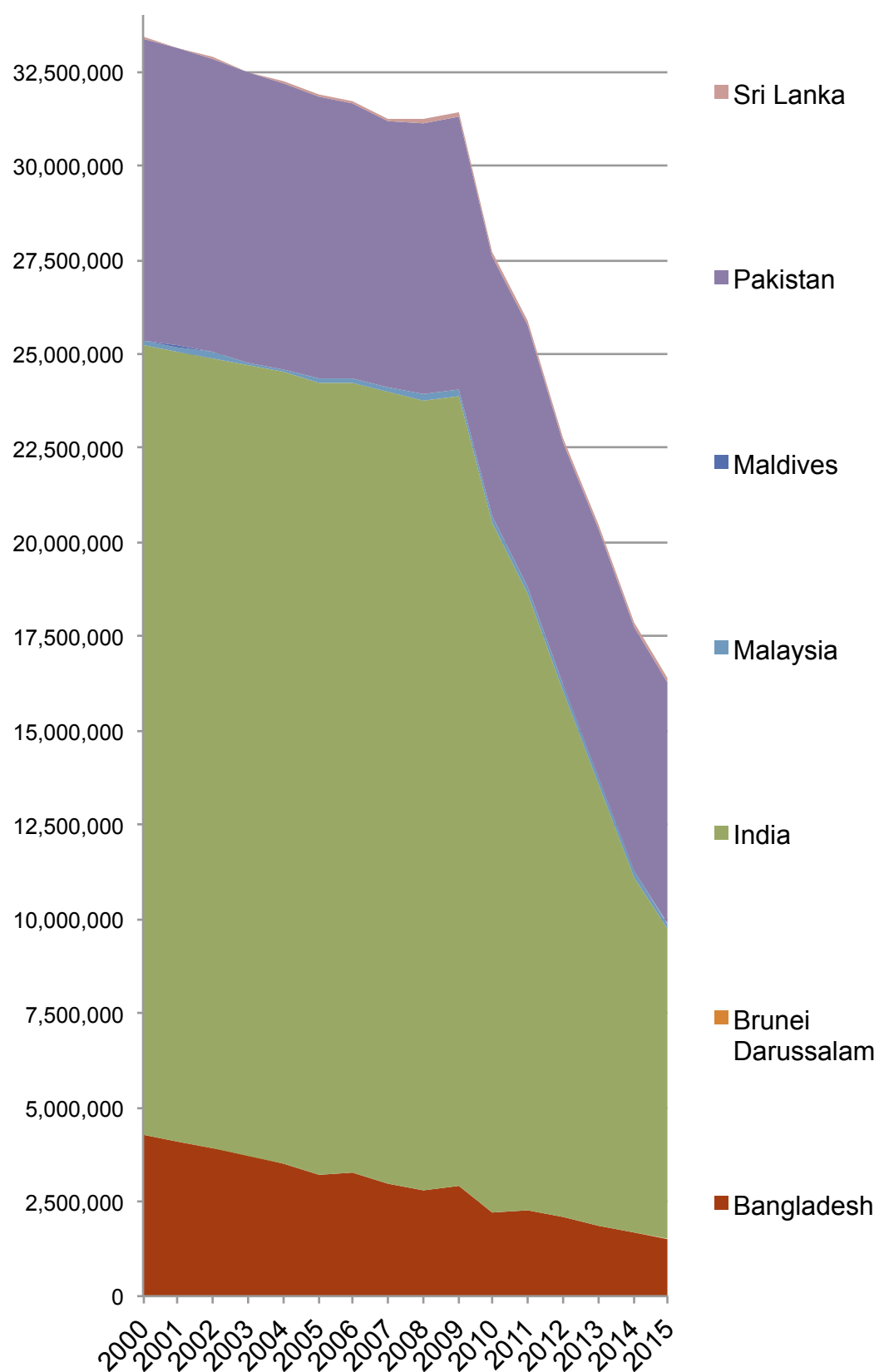


Chart 90: Upper Secondary Adjusted Net Enrolment Rate (ANER) in Asian Countries (2000-2015)

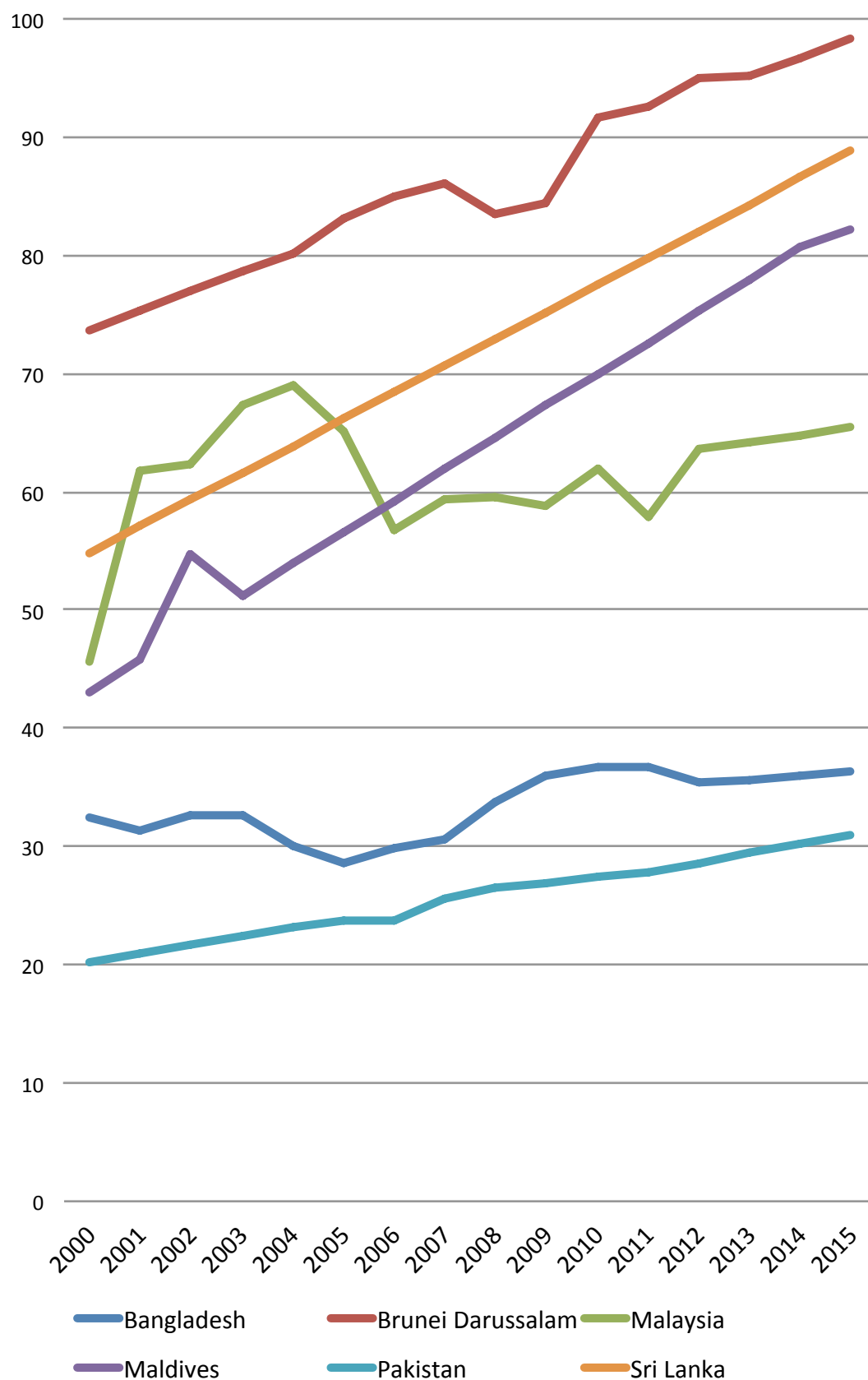
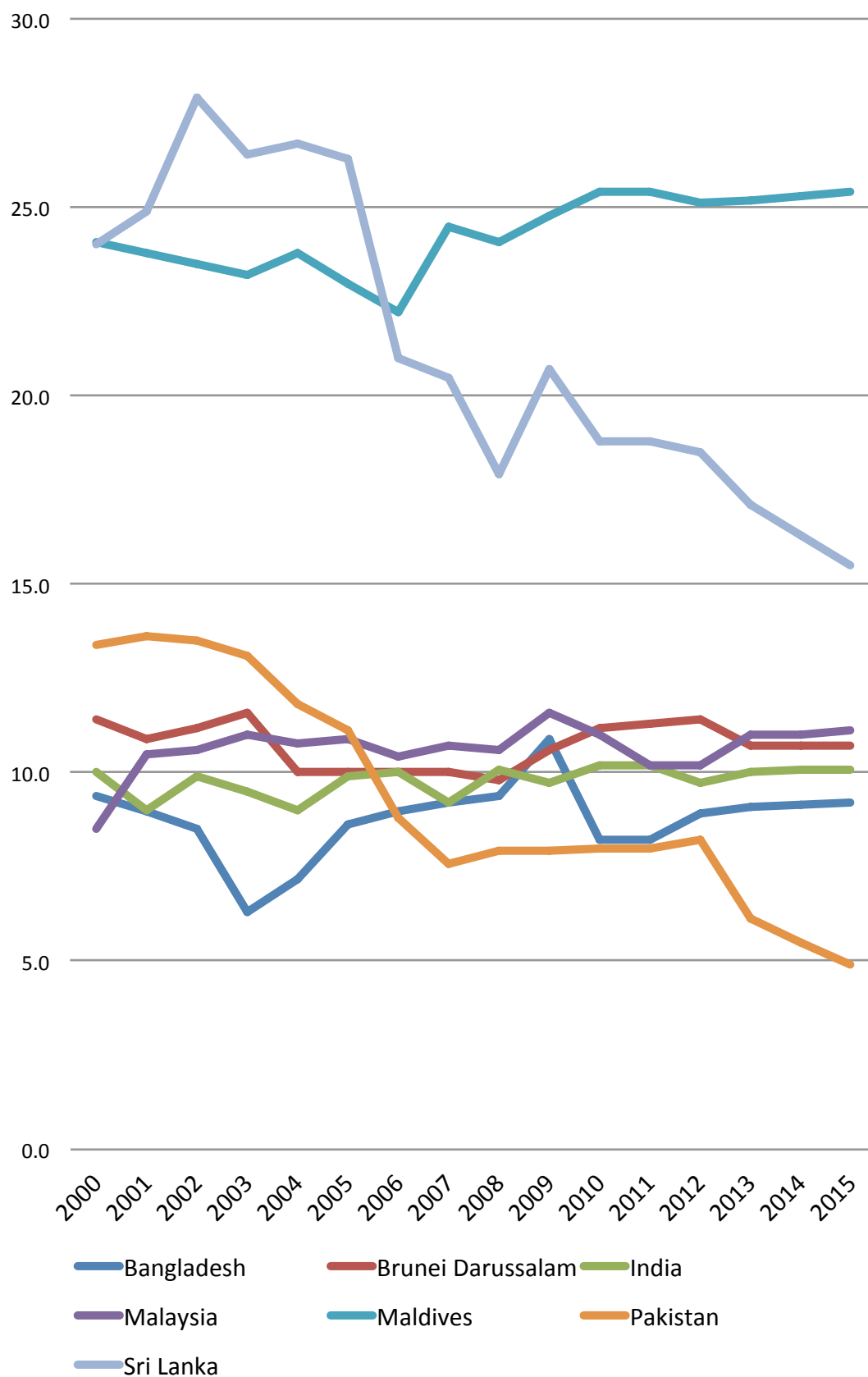


Chart 91: Youth Unemployment Rate in Asian Countries (2000-2015)

Educational Spending in Asia

Chart 92: Total Budgetary Spending on Education (%) in Asian Commonwealth Countries (2000-2015)

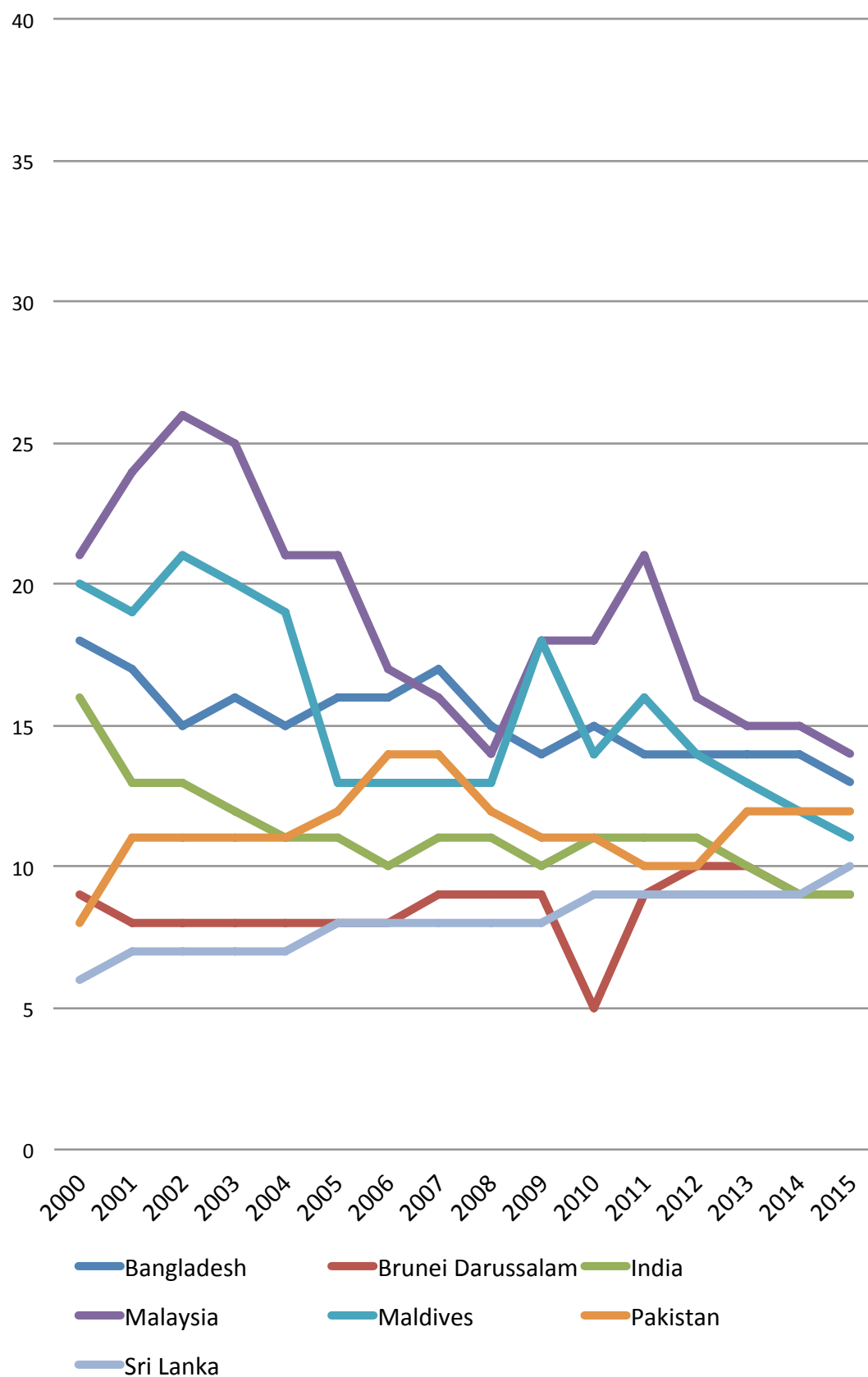
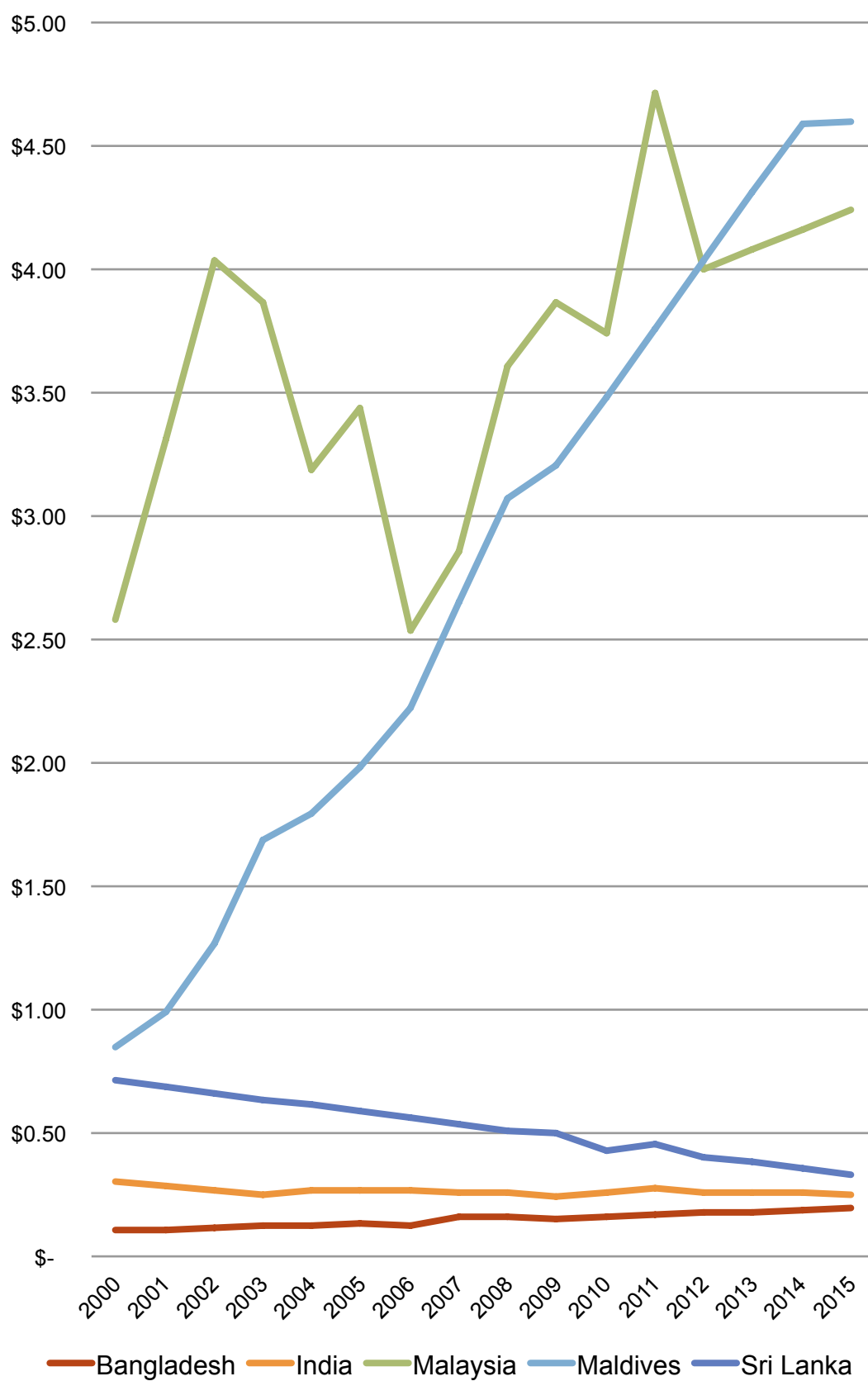


Chart 93: Total Spending Per Student Per Day on Education in Asian Commonwealth Countries (2000-2015)



Gender Equity in Asia

Chart 94: Primary ANER Gender Parity Index in Asian Commonwealth Countries (2000-2015)

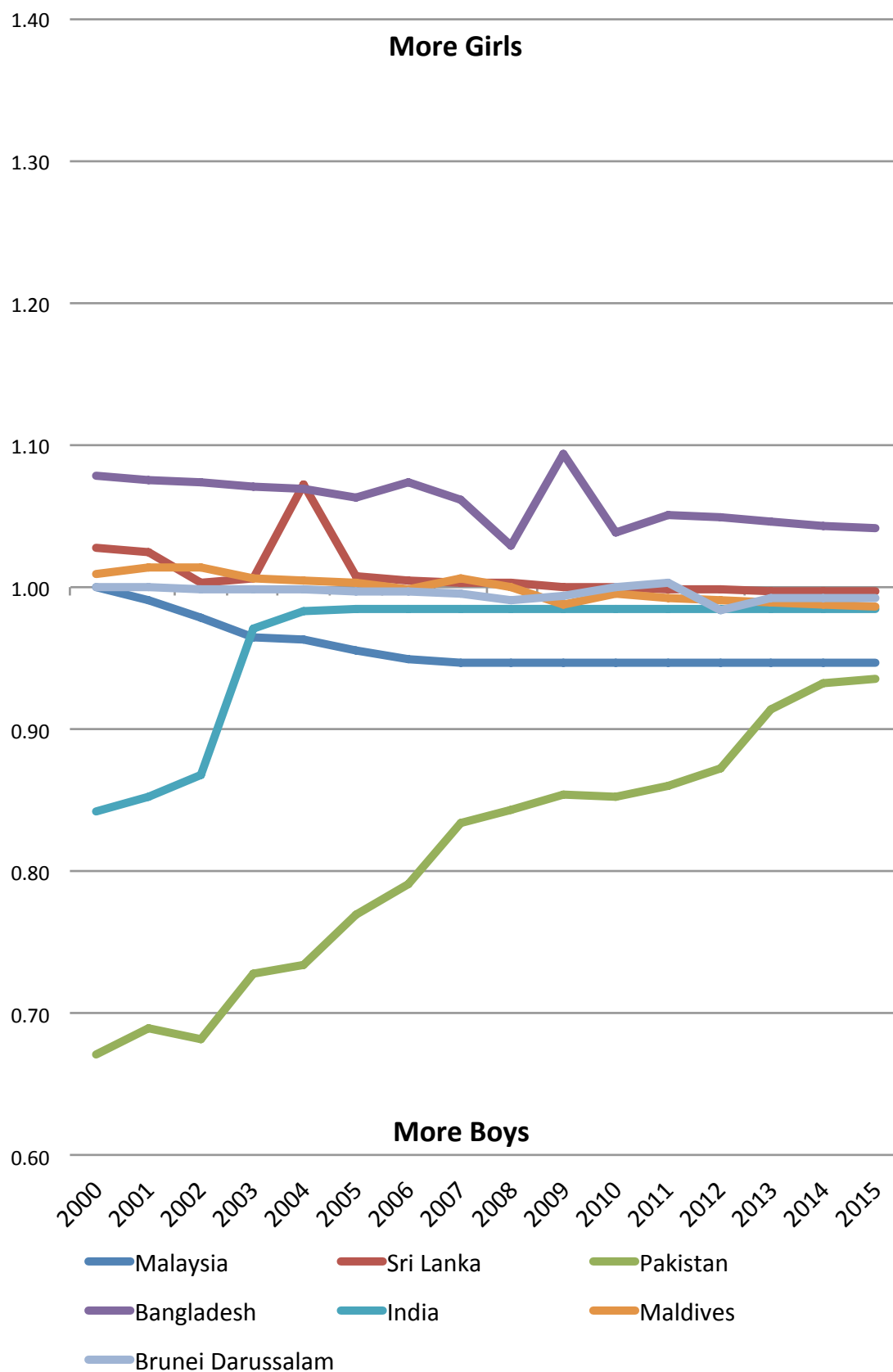
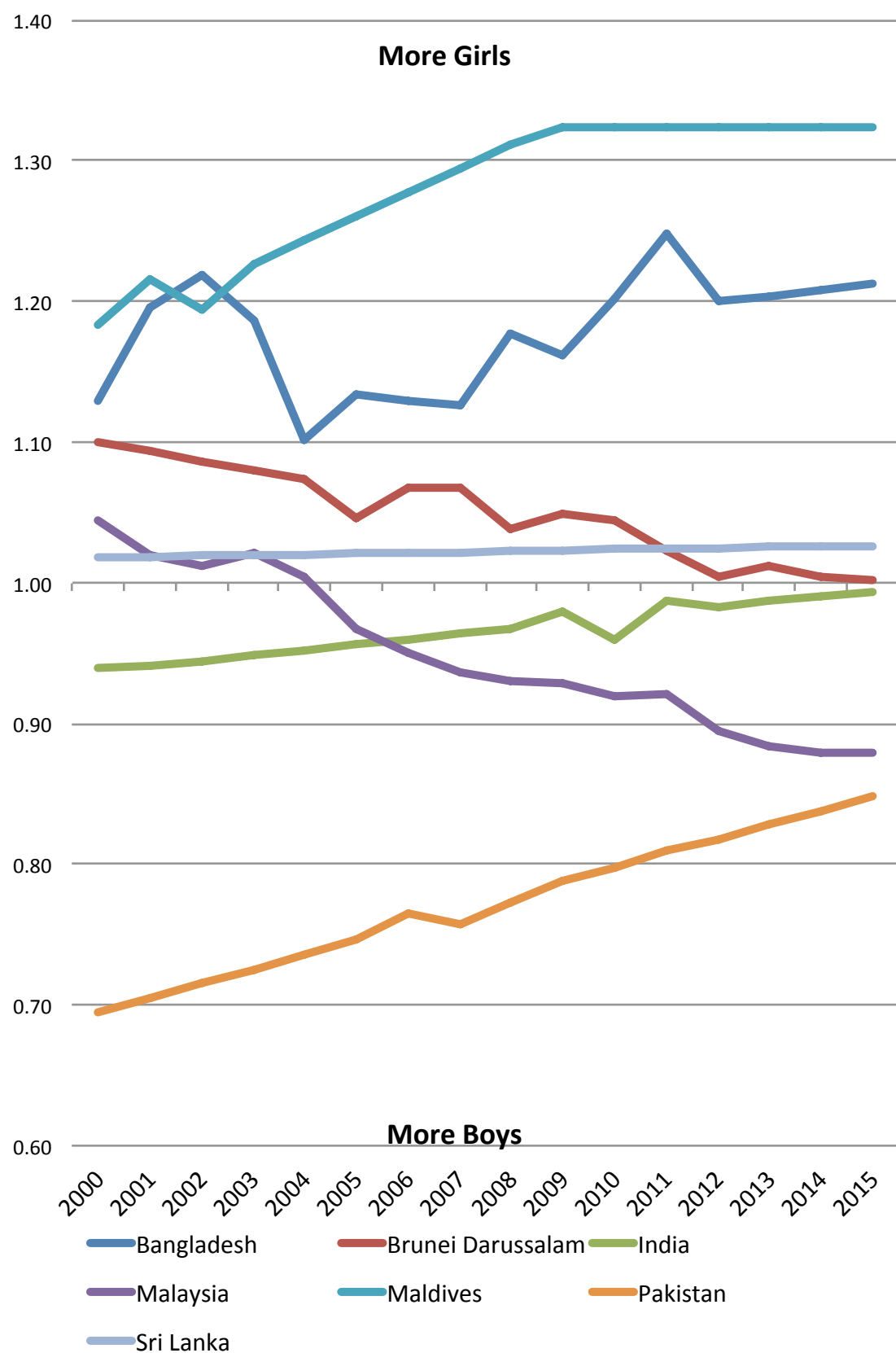


Chart 95: Lower Secondary ANER Gender Parity Index in Asian Commonwealth Countries (2000-2015)



10

Caribbean Commonwealth Countries

Twelve countries are in this group, namely Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Pre-primary net enrolment rates rose substantially in Antigua and Barbuda, and in Trinidad and Tobago. They also rose significantly in Grenada, which became the only Caribbean country reporting 100%. By contrast they fell in Guyana and were relatively low in Bahamas and Barbados. In Belize they rose, but in 2015 were only estimated at 50%.

These statistics were to some extent reflected in the pre-primary school life expectancy (Chart 97). The highest life expectancies at the end of the period were in Trinidad and Tobago followed by Jamaica. Guyana and St. Vincent and the Grenadines showed declining rates.

Primary Schooling

While most Caribbean Commonwealth countries maintained their primary adjusted net enrolment rates (Chart 98), some sharp declines were reported, most obviously in Guyana. Downward trends were also reported in St. Lucia, St. Kitts and Nevis, and Antigua and Barbuda. In line with this, the largest (and growing) numbers of out-of-school children were in Guyana and Antigua and Barbuda (Chart 99). However, almost all countries reported improvements in teacher-pupil ratios.

Secondary Schooling

At the lower secondary level, most countries remained in roughly the same proportions at the end of the period as they had been at the beginning. The most notable exceptions were Antigua and Barbuda, where enrolment rates dipped, and St. Lucia where they

rose from 70% to over 90%.

At the upper secondary level a sharp decline was again recorded in Grenada. Others, including Barbados and St. Lucia, achieved significant increases (Chart 104 on page 138).

Youth Unemployment

According to Chart 105 on page 139, youth unemployment is highest in Guyana followed by Jamaica and Barbados.

Government Expenditures on Education

In St. Vincent and the Grenadines, government expenditures on education as a proportion of the total budget are reported to have fallen from the very high level of 30% in 2000 to below 10% in 2015 (Chart 106 on page 140). They also diminished significantly in Guyana. By contrast, they were raised substantially in Trinidad and Tobago and in Belize. The overall patterns were more diverse than in other Commonwealth regions.

In line with the increase budgetary allocations in Trinidad and Tobago, spending per student per day increased markedly (Chart 107). Even more dramatic was the increase in Barbados, despite largely constant expenditures as a proportion of total budget (Chart 108).

Gender Parity

At the primary level, the majority of countries converged on gender parity with the most obvious exception of Guyana which at the end of the period appeared to have shifted from slightly favouring boys to strongly favouring girls. Divergence was also evident in Bahamas and in Antigua and Barbuda. Yet while at the primary level boys in Antigua and Barbuda were favoured, at the secondary level girls were favoured (Chart 109 on page 143).

ECCE in the Caribbean

Chart 96: Pre-Primary Net Enrolment Rate (NER) in Caribbean Commonwealth Countries (2000-2015)

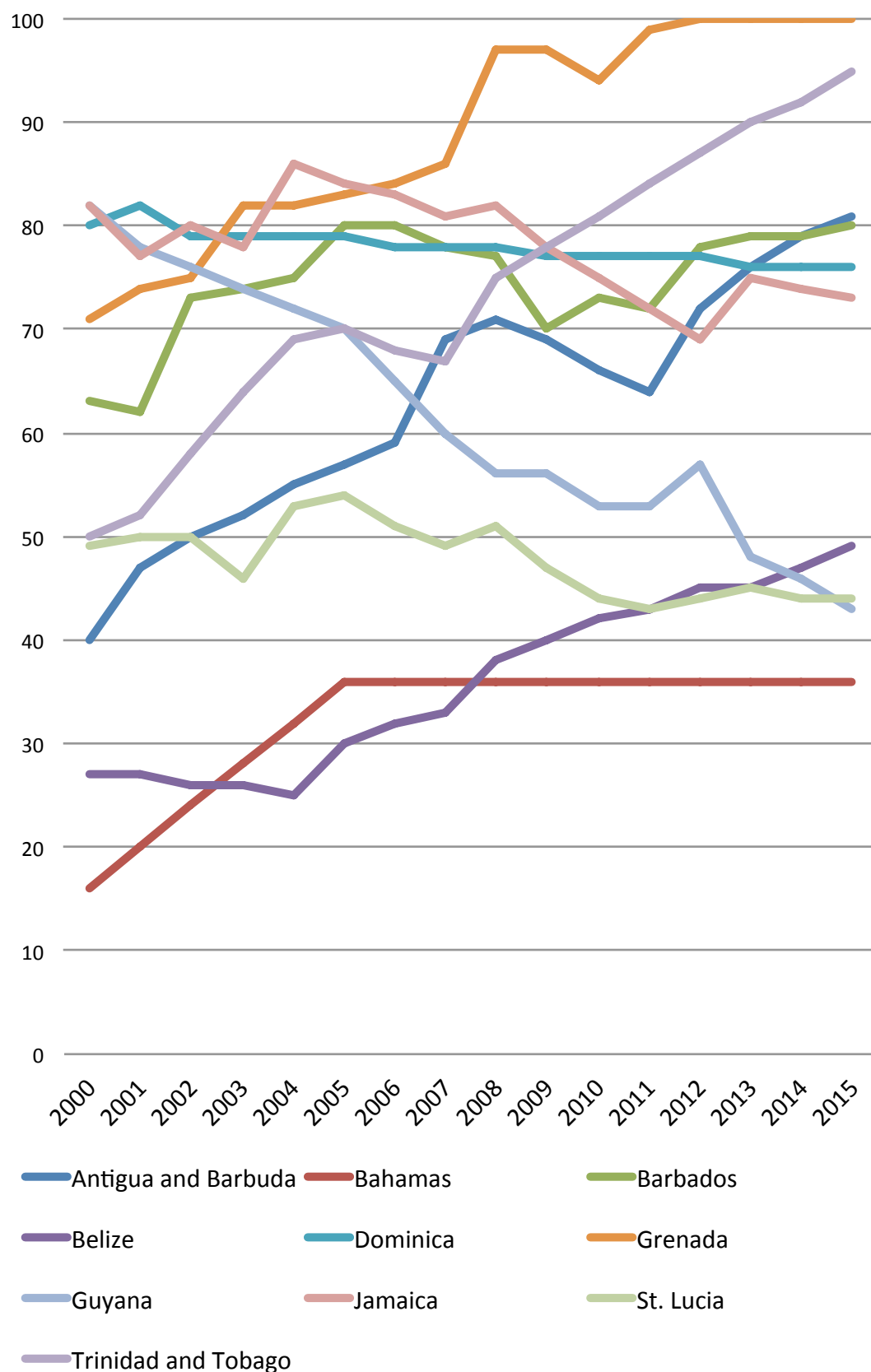
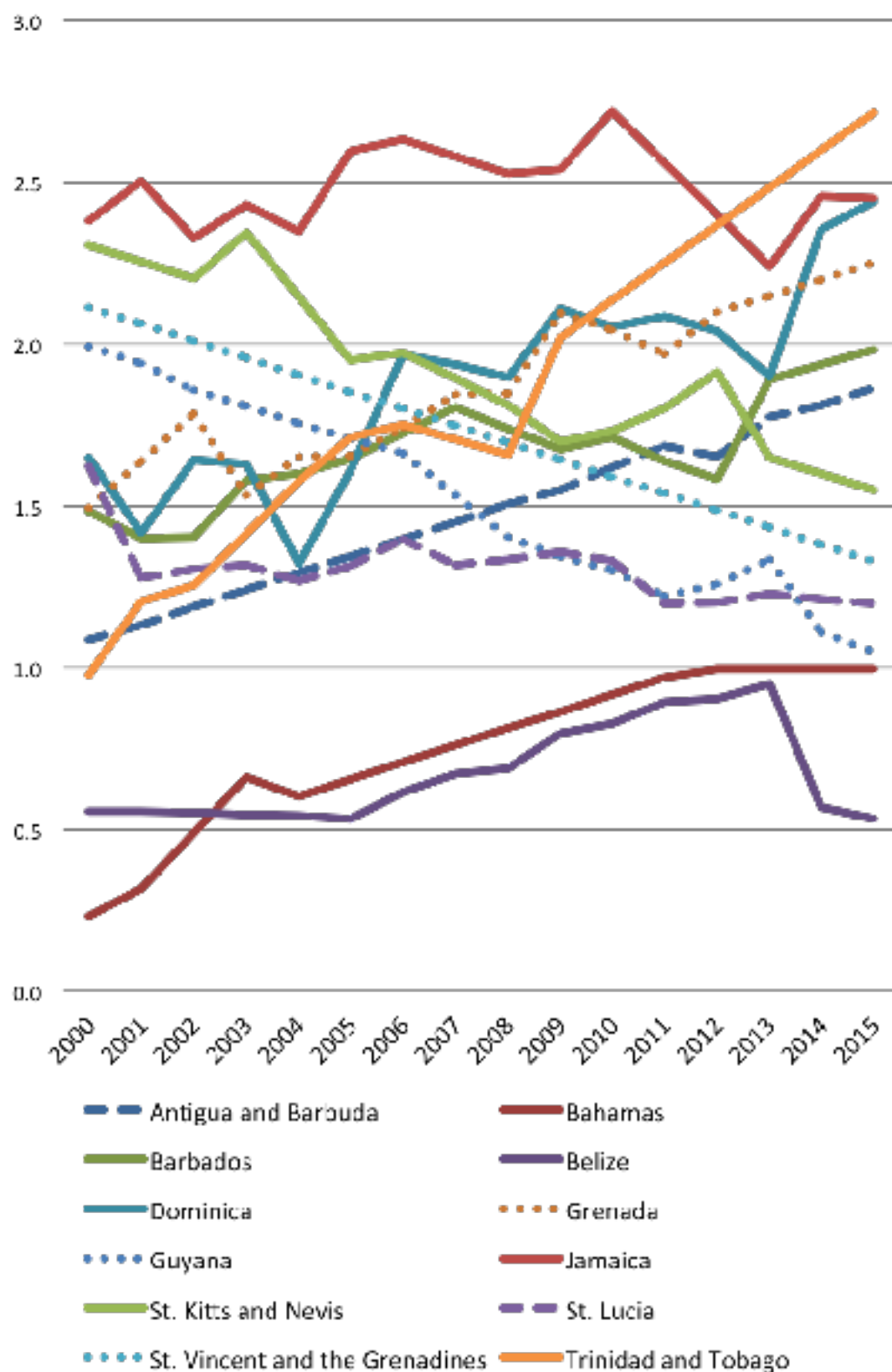


Chart 97: Pre-Primary School Life Expectancy (SLE) in Caribbean Commonwealth Countries (2000-2015)



Primary Schooling in the Caribbean

Chart 98: Primary Adjusted Net Enrolment Rate (ANER) in Caribbean Commonwealth Countries (2000-2015)

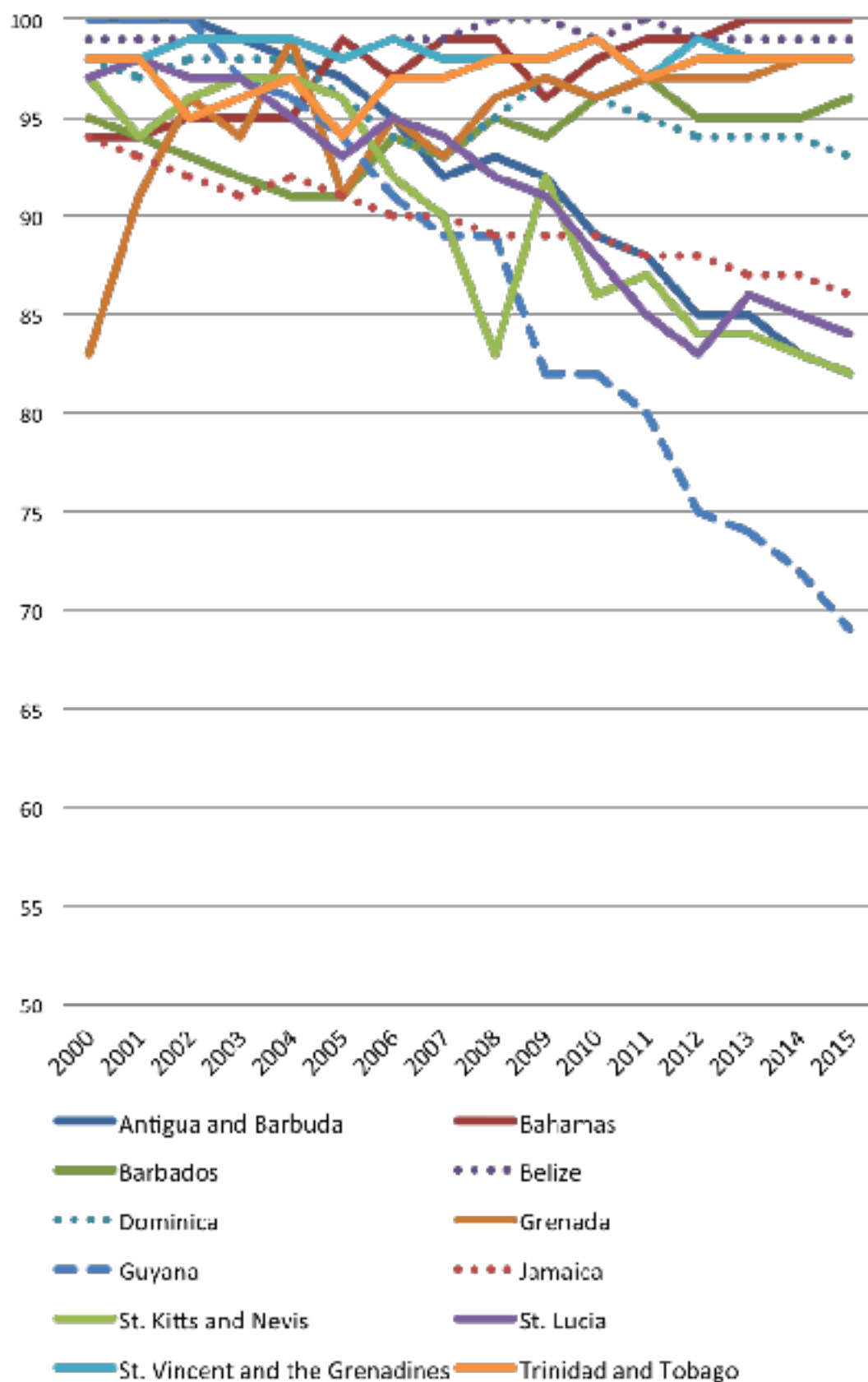
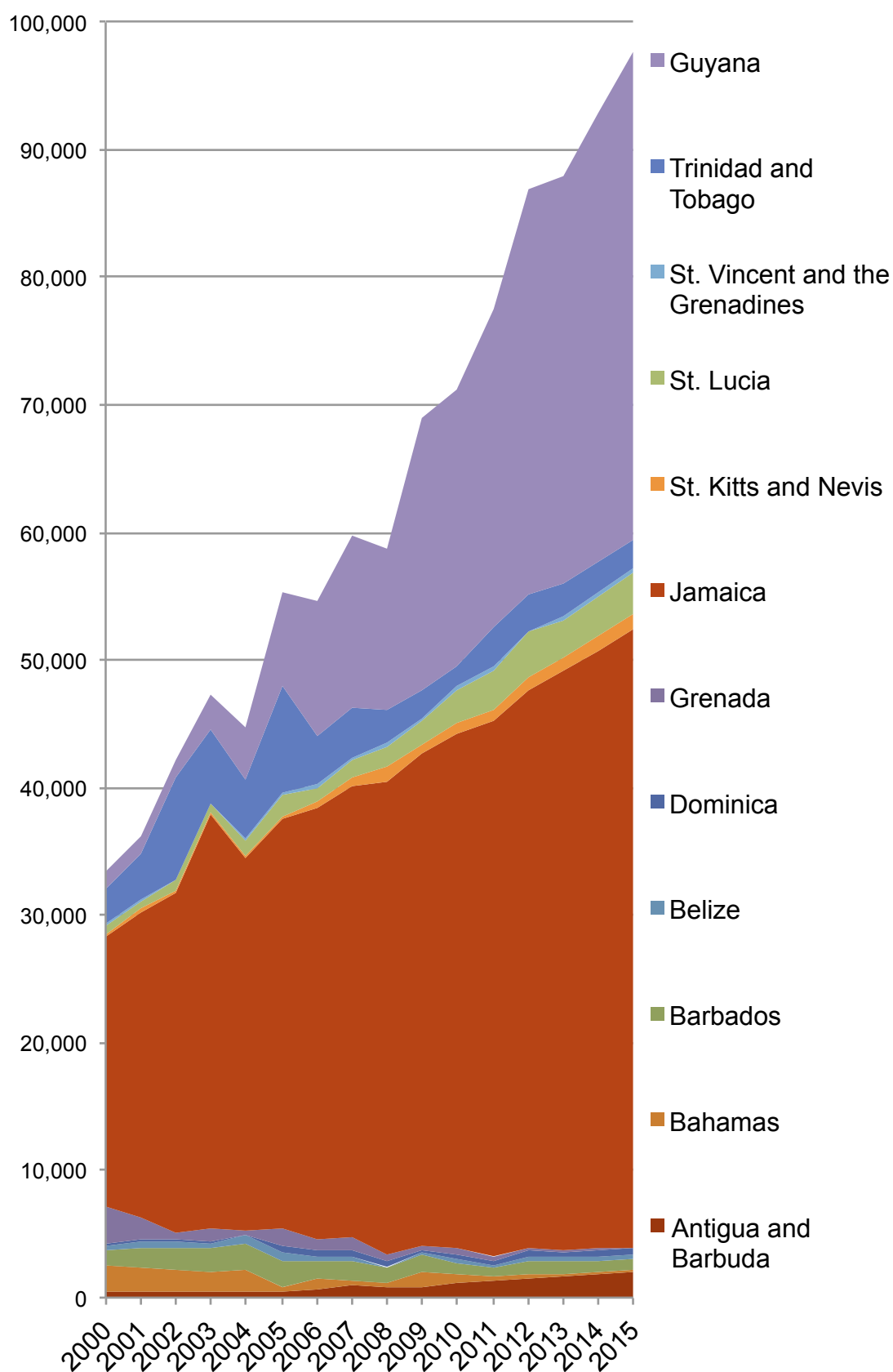


Chart 99: Primary Aged Out-of-School Children in Caribbean Countries (2000-2015)



Primary School-Aged Demographics in the Caribbean

Chart 100: Primary School Aged Population and Out-Of-School Youth in Caribbean Commonwealth Countries (2015 Estimate)

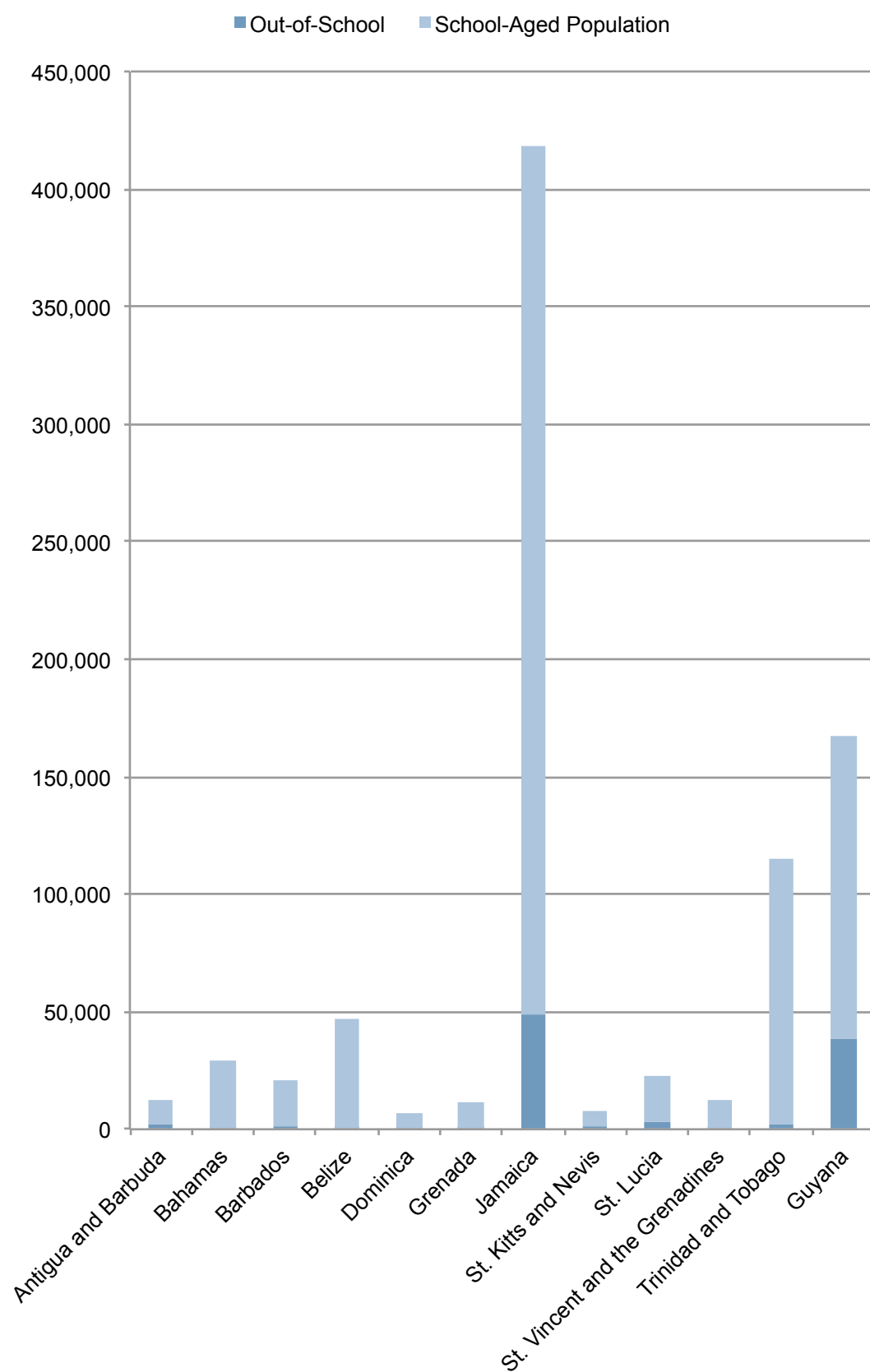
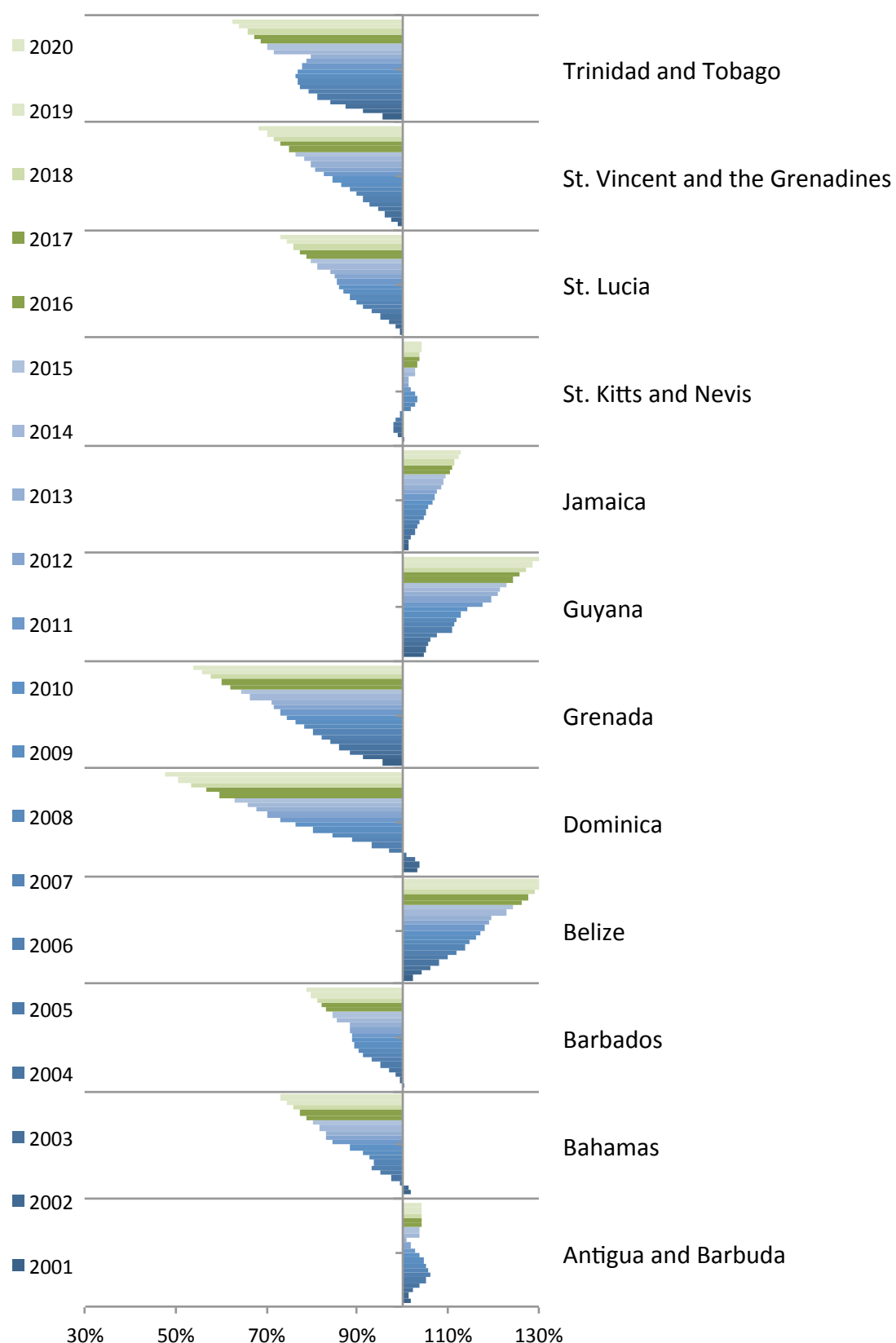


Chart 101: Percentage Change in Primary School-Aged Population In Caribbean Commonwealth Countries (Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in the Caribbean

Chart 102: Lower Secondary Adjusted Net Enrolment Rate (ANER) in Caribbean Countries (2000-2015)

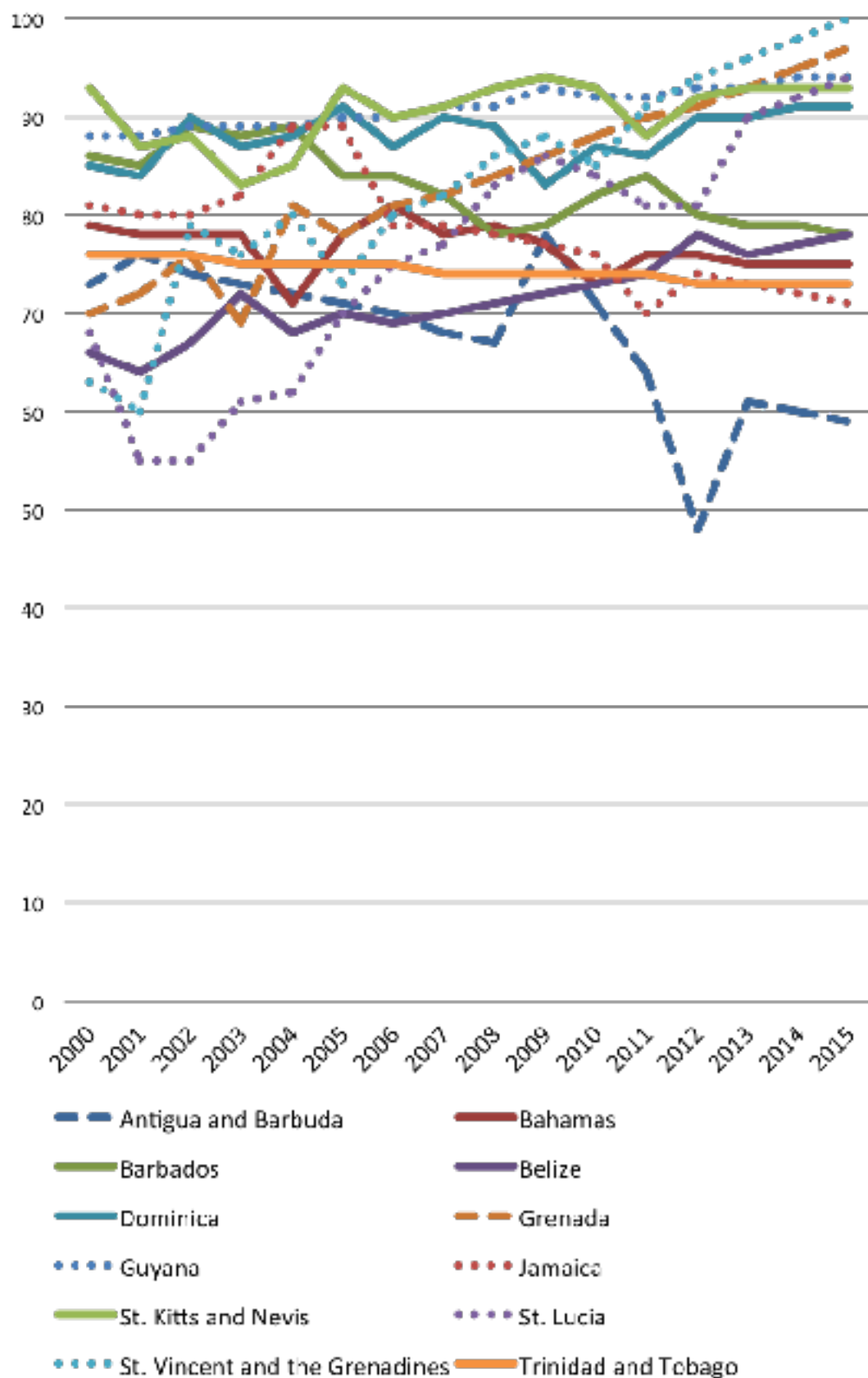
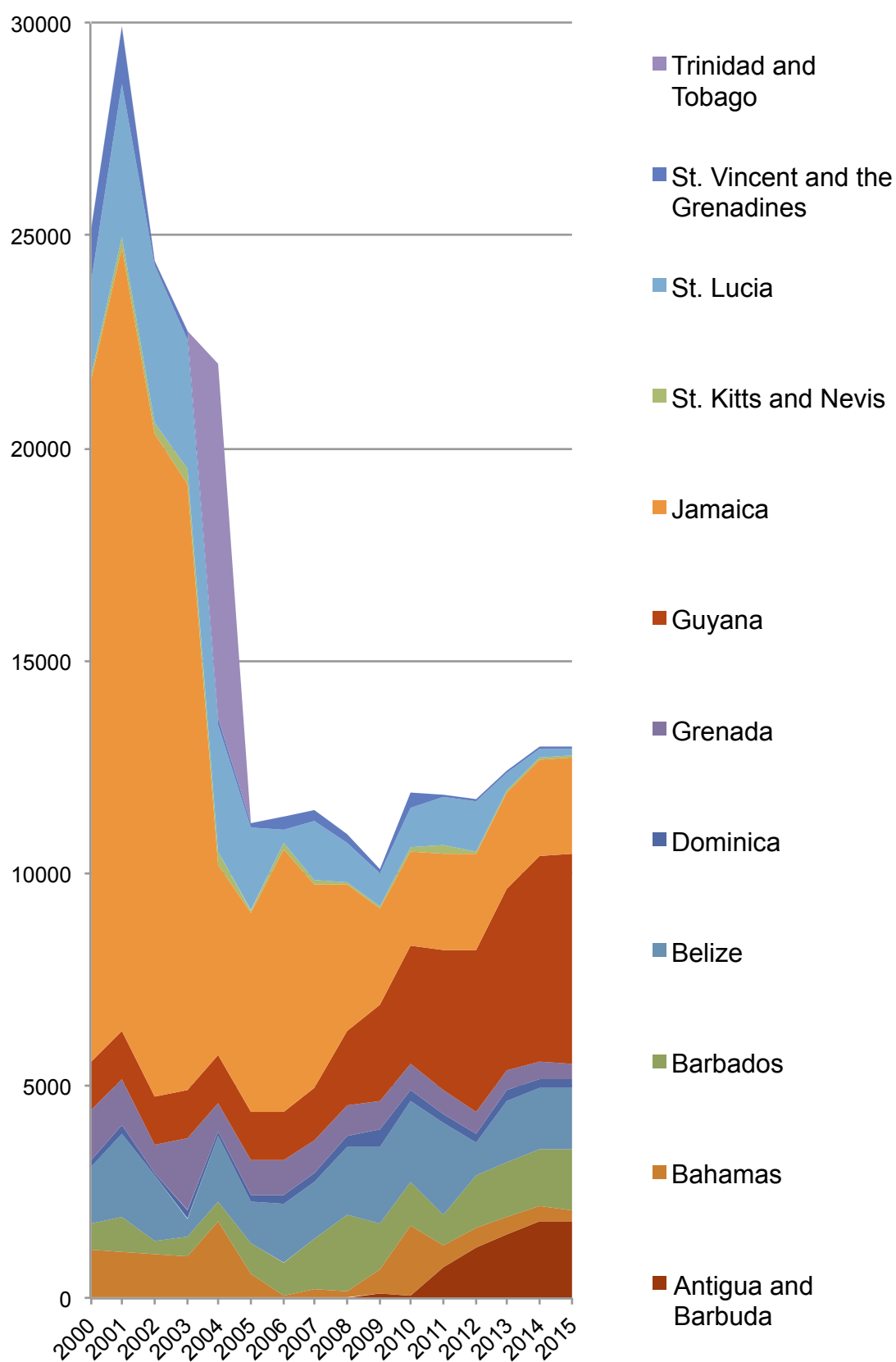


Chart 103: Lower Secondary Aged Out-of-School Children in Caribbean Countries (2000-2015)



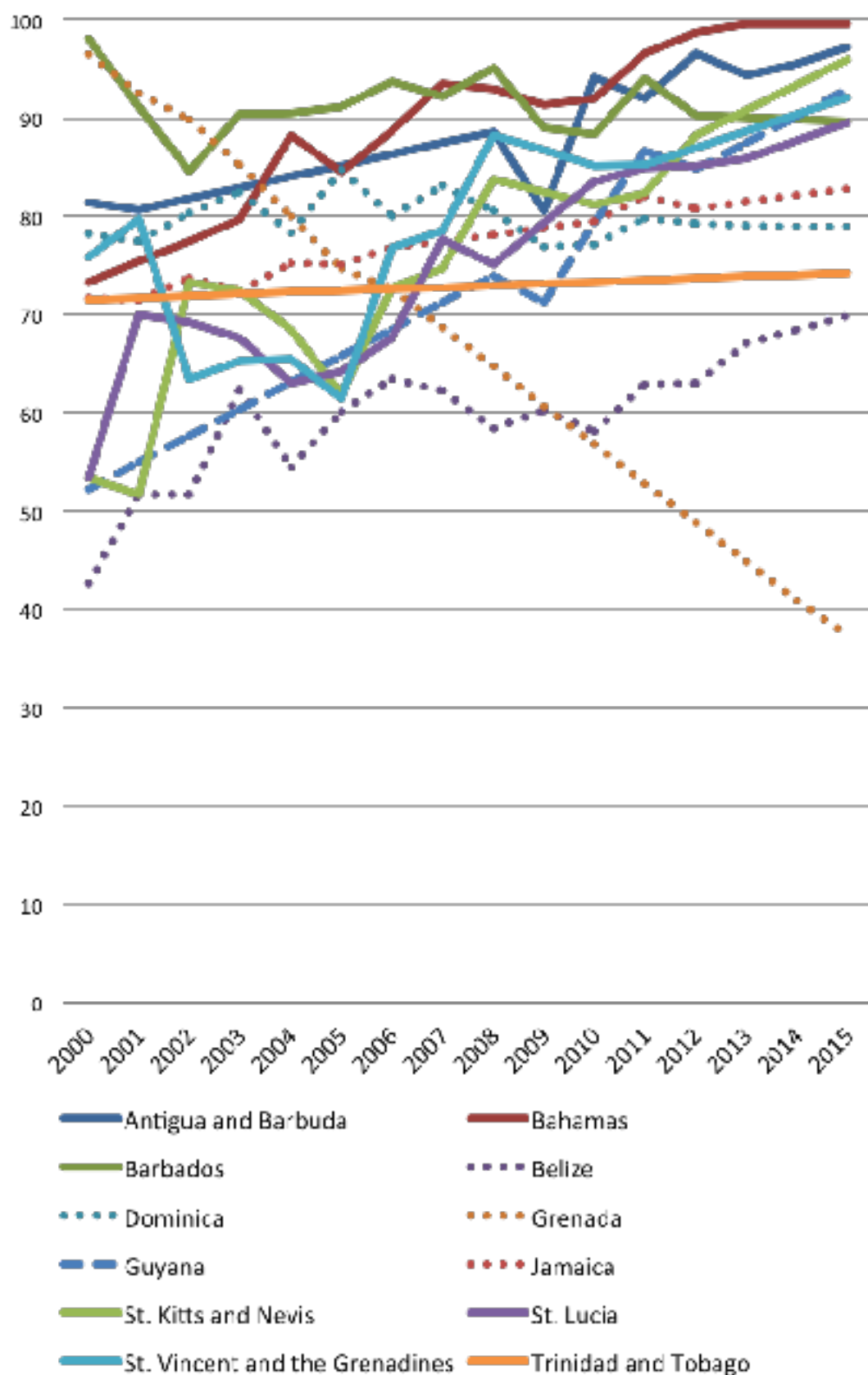
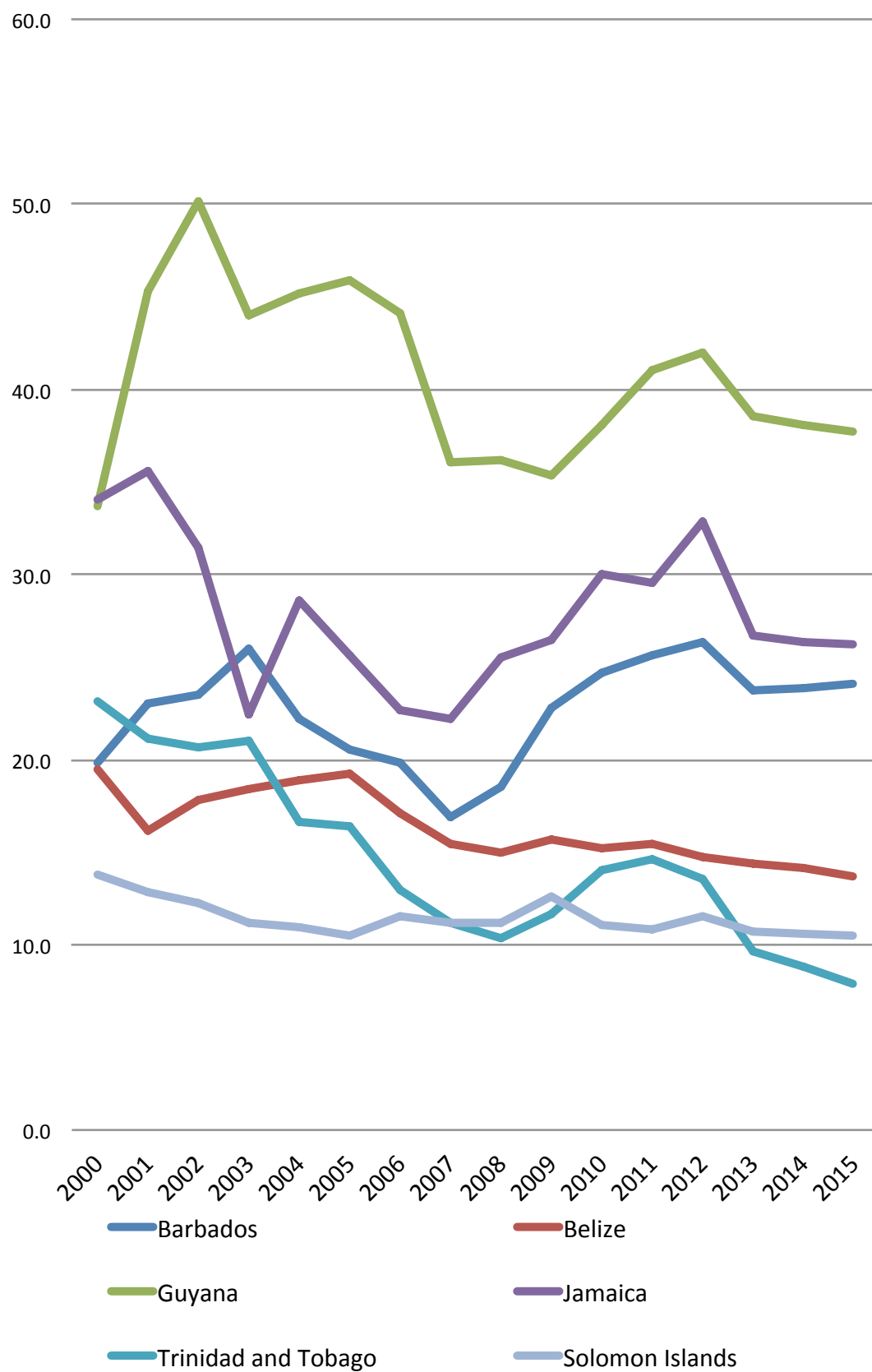


Chart 105: Youth Unemployment Rate in Caribbean Commonwealth Countries (2000-2015)



Educational Spending in the Caribbean

Chart 106: Total Budgetary Spending on Education (%) in Caribbean Commonwealth Countries (2000-2015)

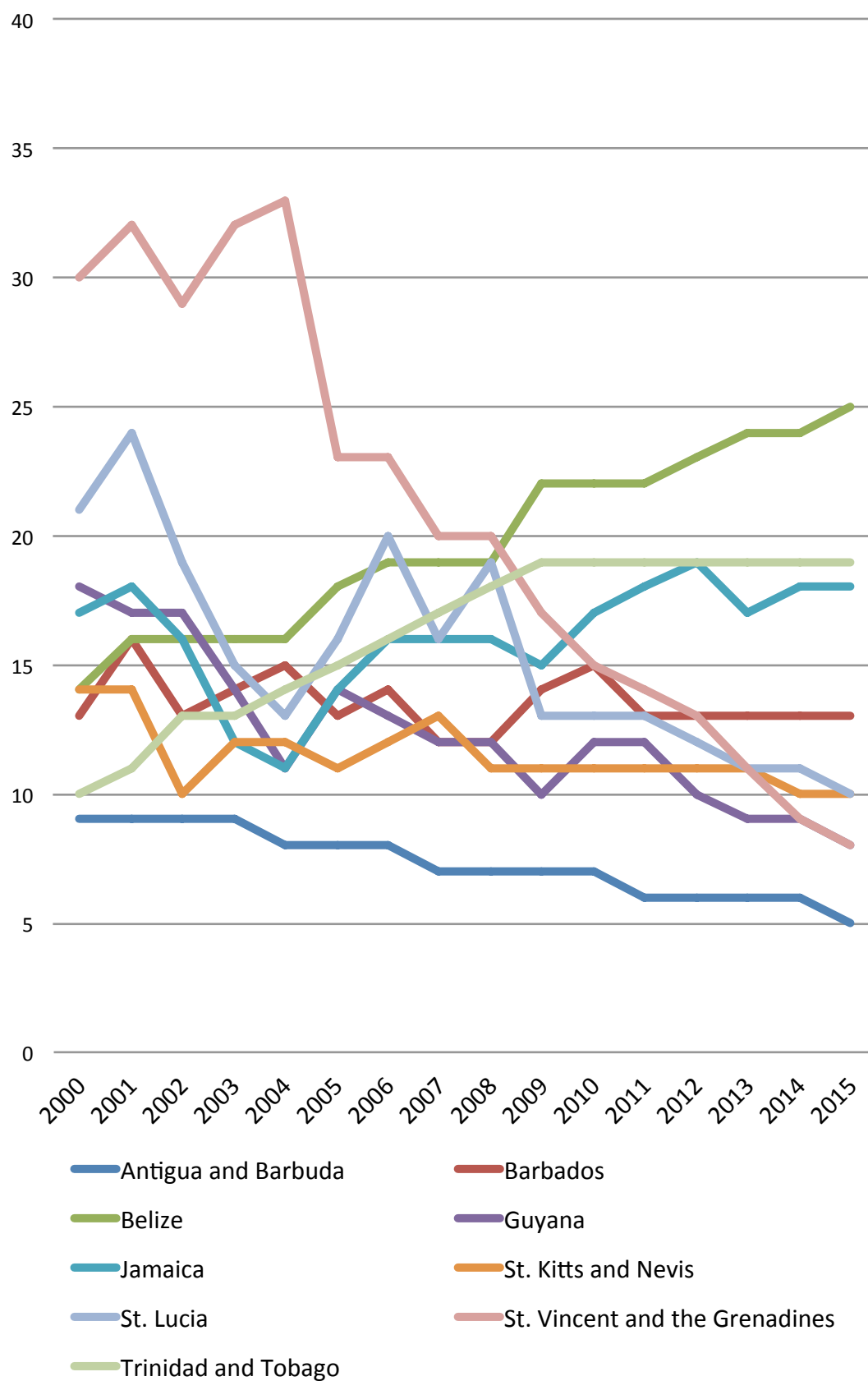
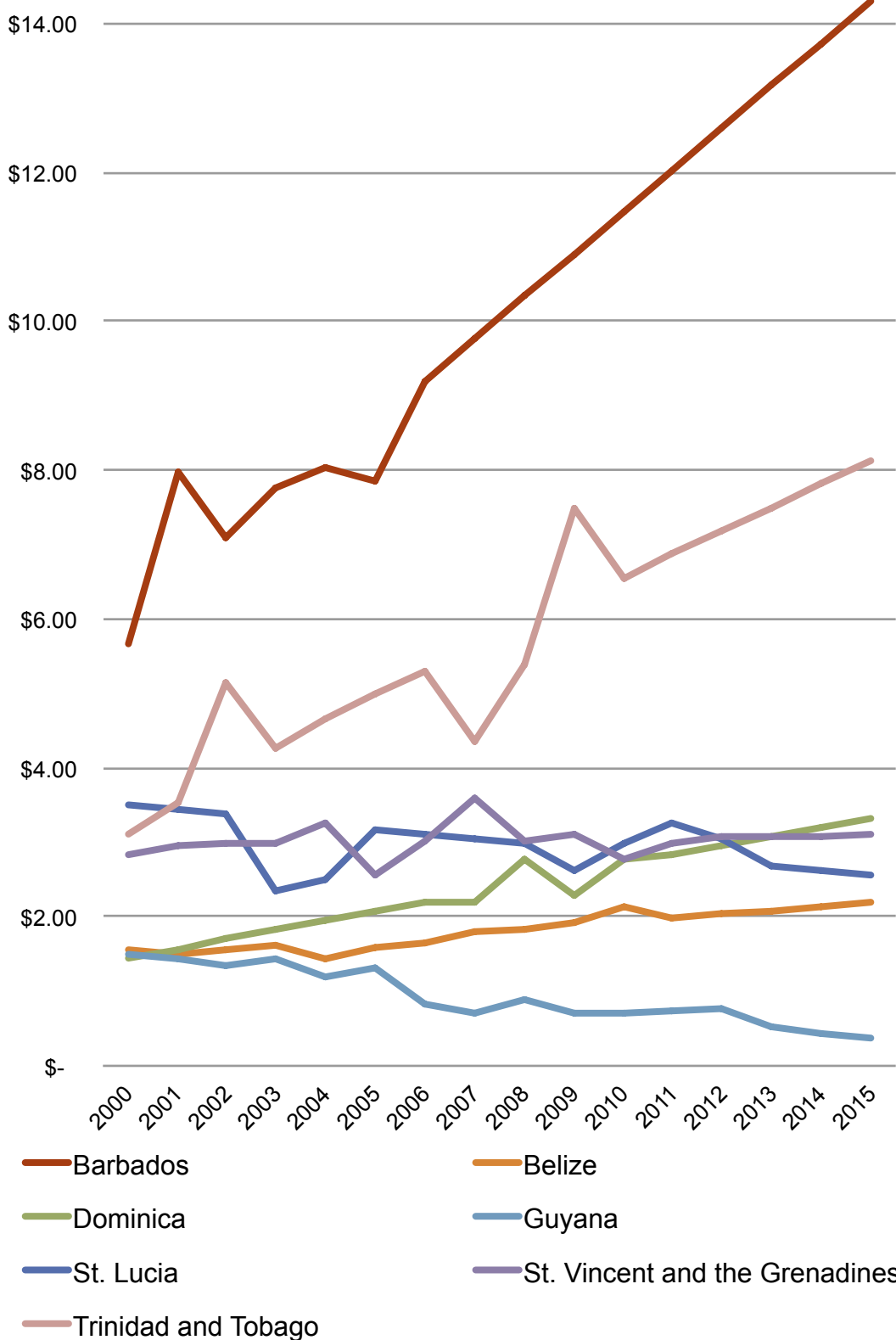


Chart 107: Total Spending Per Student Per Day on Education in Caribbean Commonwealth Countries (2000-2015)



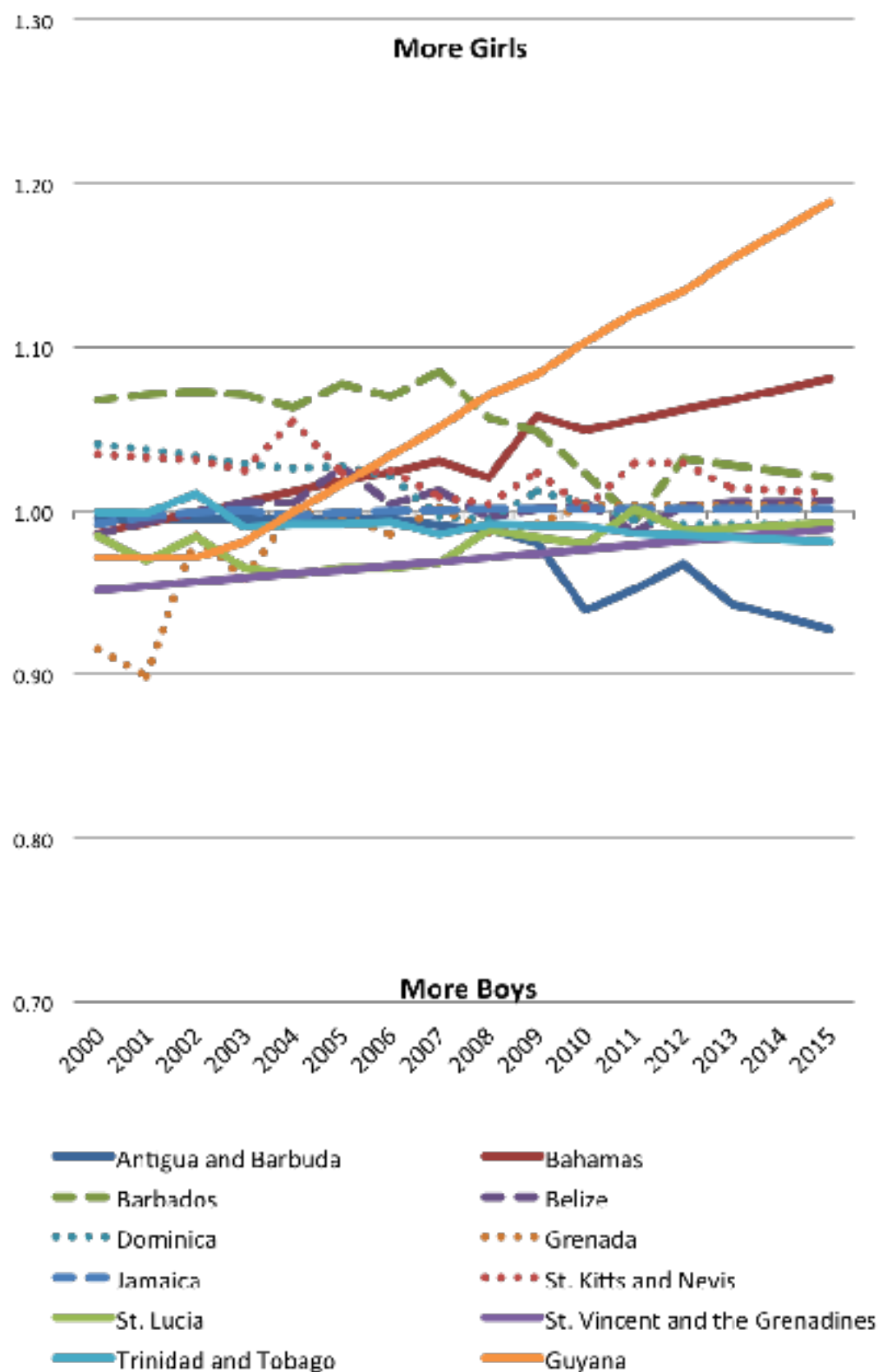
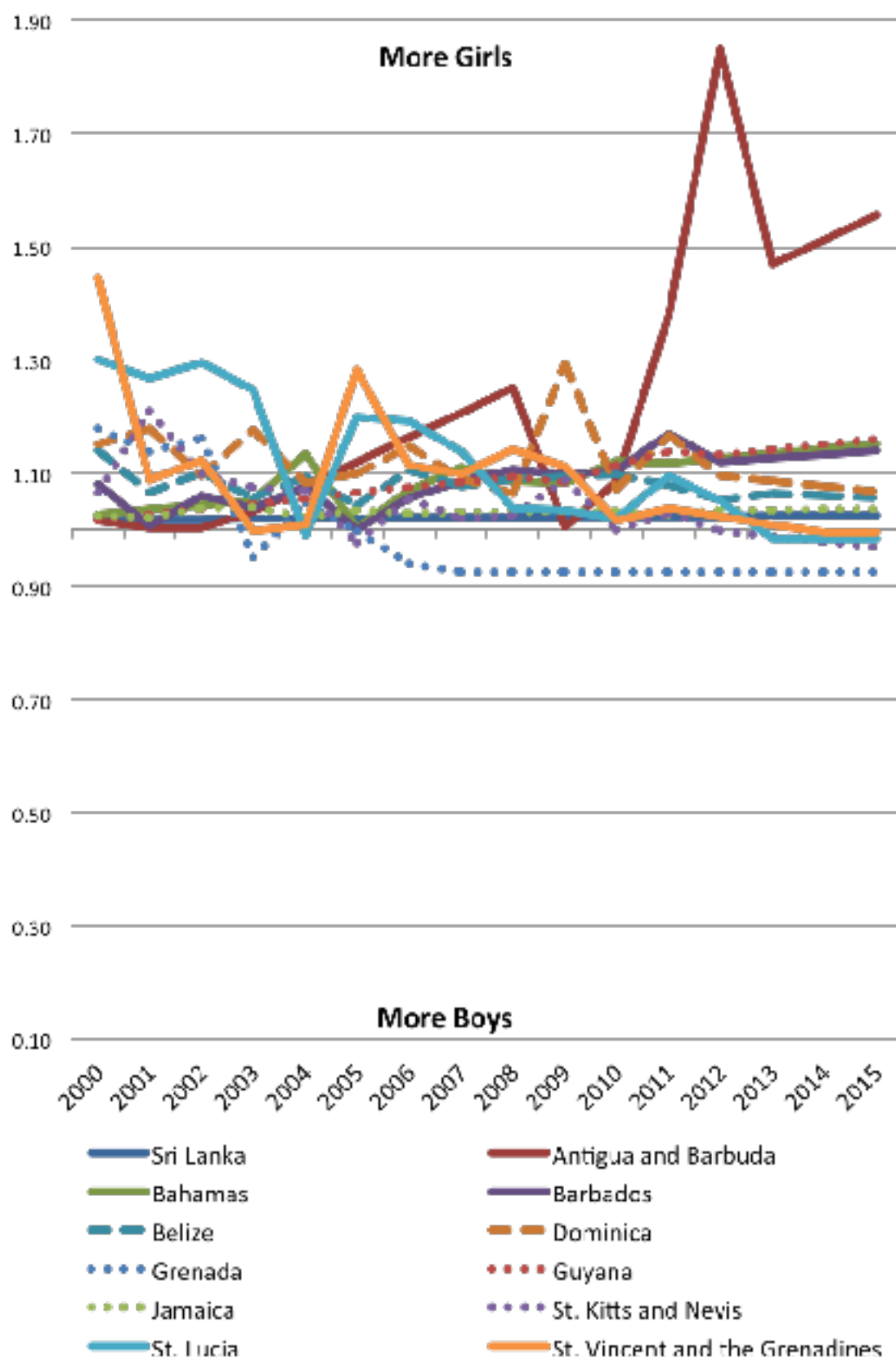


Chart 109: Lower Secondary ANER Gender Parity Index in Caribbean Commonwealth Countries (2000-2015)



11

Pacific Commonwealth Countries

Nine countries are in this group, namely Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Fiji. The following commentary focuses in turn on pre-primary education, primary schooling, secondary schooling, youth unemployment, government expenditures on education, and gender parity.

Pre-primary Education

Tuvalu was reported to have commenced the period with a pre-primary net enrolment rate of 100% (Chart 110), but to have dropped to 70% in 2015. A steep decline was also reported in Solomon Islands, and a less steep decline in Samoa. By contrast, Nauru and Vanuatu showed increases, while Tonga was stable but at a low level.

Pre-primary school life expectancy was also low in Tonga (Chart 111). Kiribati achieved an increase, as did Nauru and Vanuatu.

Primary Schooling

Great advances were reported in Papua New Guinea, and even more in Solomon Islands. Chart 112 indicates that Solomon Islands and Fiji had estimated adjusted net enrolment rates in 2015 of 100%, and that Vanuatu and Samoa were not far behind. However, Tonga was reported to have a declining rate. Papua New Guinea, having by far the largest population in the region, also had the largest number of out of school children (Chart 113). Indeed the number of out-of-school children rose despite the improvement in enrolment rates, presumably because population growth outstripped expansion rates in schooling.

Secondary Schooling

In contrast to its performance at pre-primary and primary levels, Tonga reported a substantially increased lower secondary adjusted net enrolment rate – even reaching 100% (Chart 116). In contrast, Nauru was reported to have slipped from 100% to just 70%. Rates also declined in Kiribati, but more modestly, while in other countries they were relatively stable. Solomon Islands reported a significant increase from a low level.

Tonga's performance in lower secondary schooling was repeated in upper secondary schooling, i.e. reaching 100% in 2015. Expansion was recorded in most other countries with the exception of Kiribati.

Youth Unemployment

Data are only available for two countries in Chart 119 on page 155. In Papua New Guinea it was reported to be stable around 5-6%, while in Solomon Islands it was higher but declined over the period.

Government Expenditures on Education

Some expenditures showed marked contraction, especially in Vanuatu and Solomon Islands (Chart 120 on page 156). However, a more positive picture was presented by Vanuatu. Divergent patterns were also evident in spending per student (Chart 121).

Gender Parity

At the primary level, patterns in three of the five countries shown by Chart 122 favoured girls. In the other two patterns favoured boys but with a narrowing gap. At the secondary level, at the end of the period patterns favoured girls in all six countries shown (Chart 123).

ECCE in the Pacific

Chart 110: Pre-Primary Net Enrolment Rate (NER) in Pacific Commonwealth Countries (2000-2015)

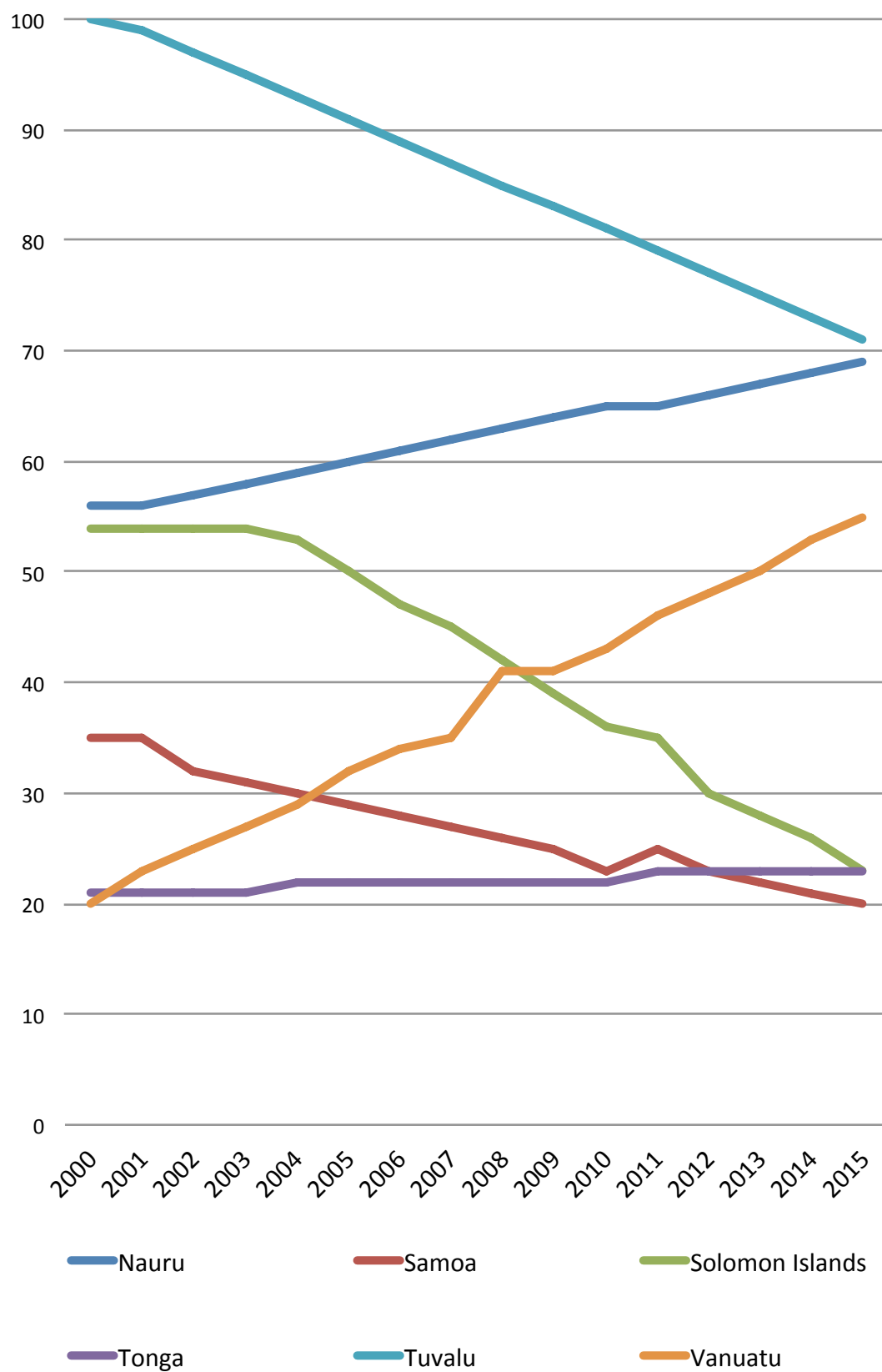
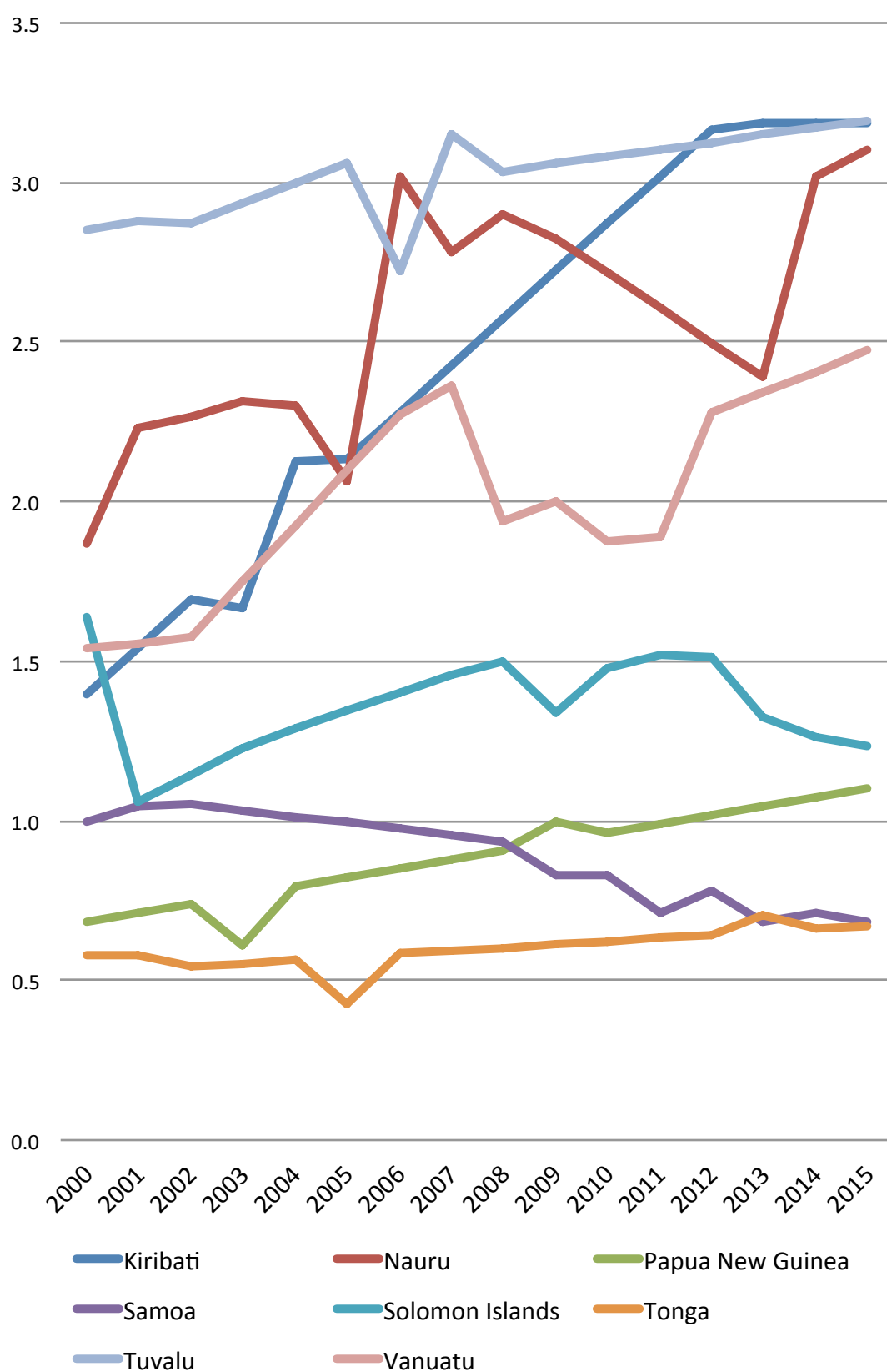


Chart 111: Pre-Primary School Life Expectancy (SLE) in Pacific Commonwealth Countries (2000-2015)



Primary Schooling in the Pacific

Chart 112: Primary Adjusted Net Enrolment Rate (ANER) in Pacific Commonwealth Countries (2000-2015)

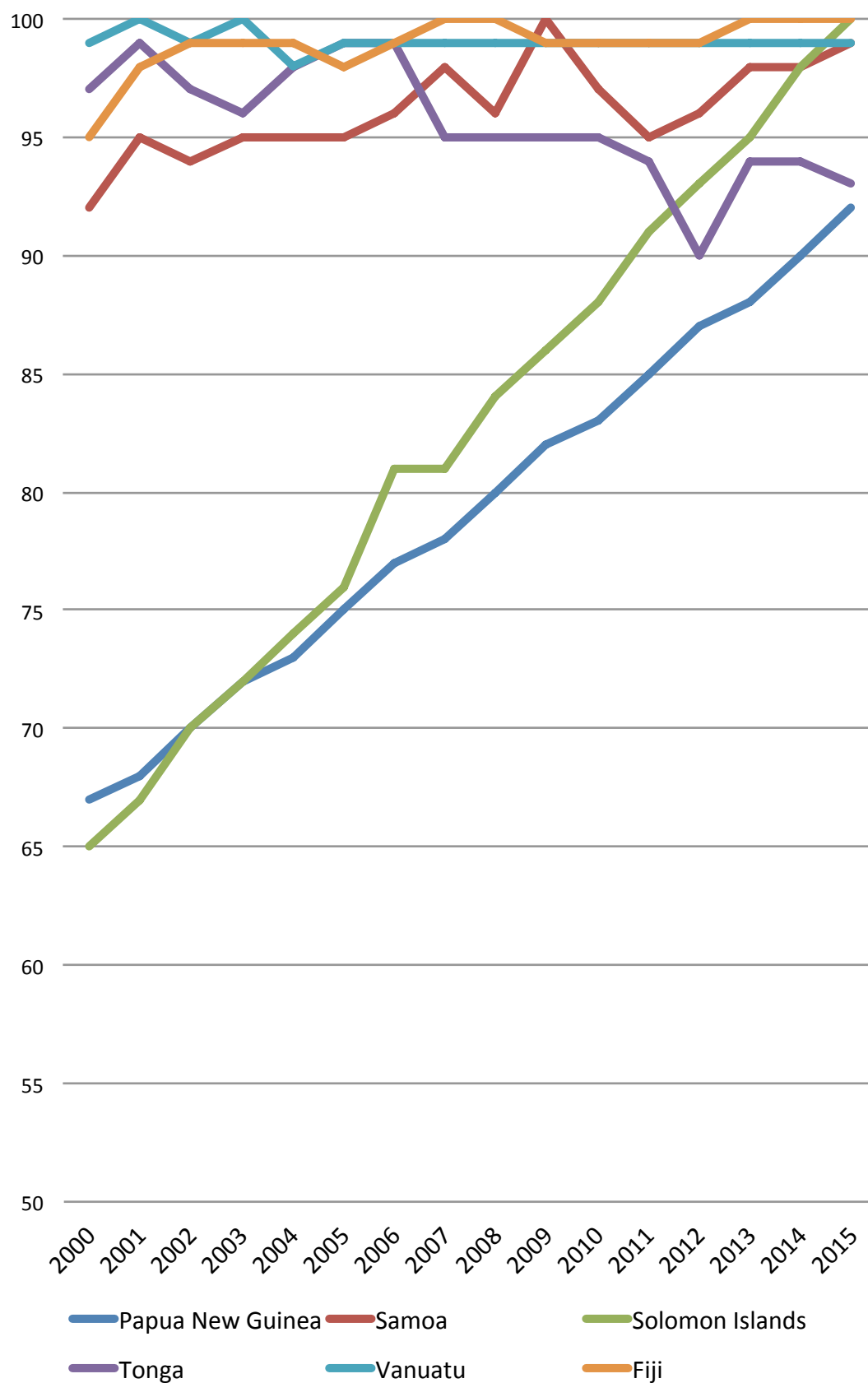
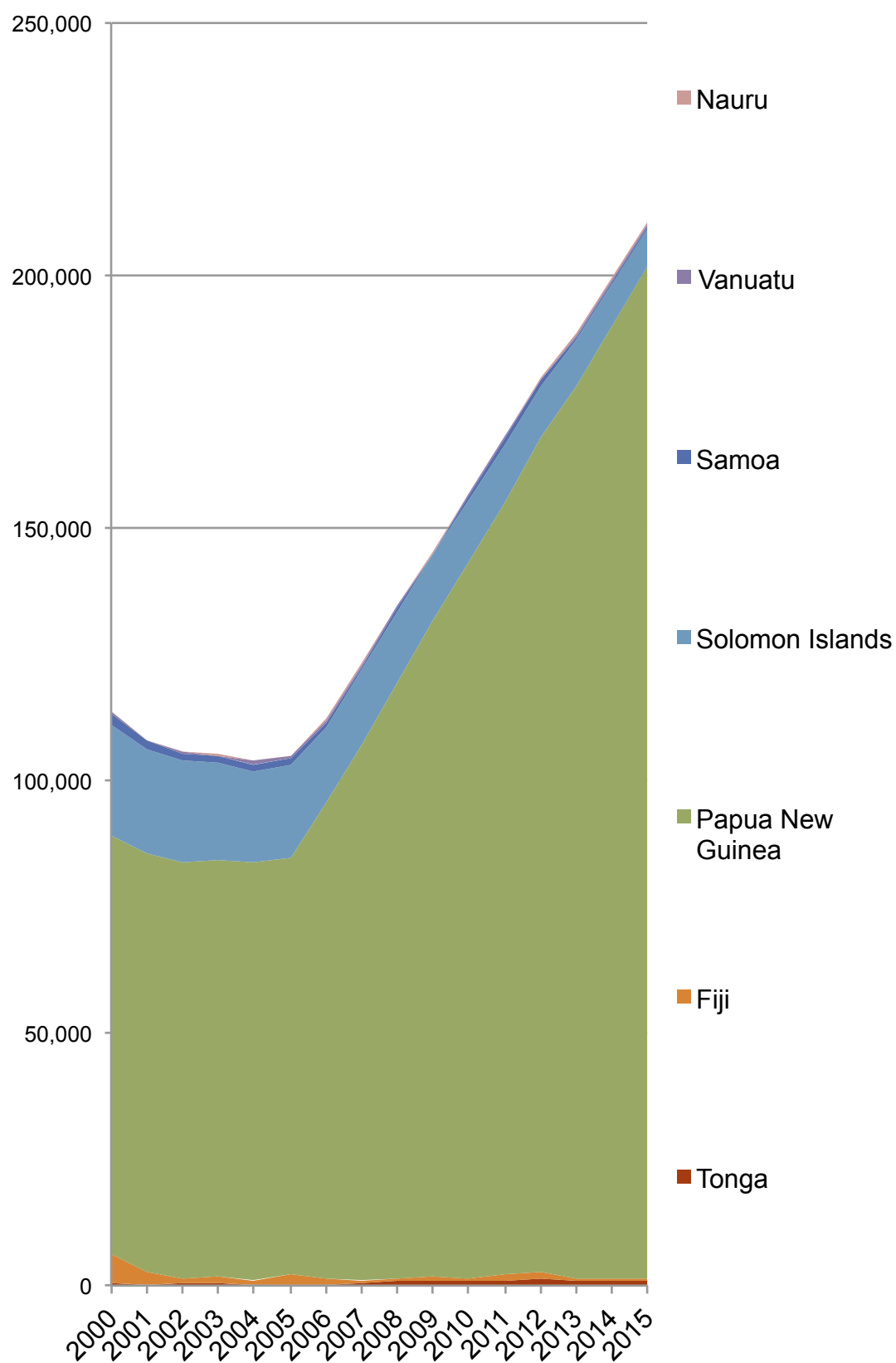


Chart 113: Primary Aged Out-of-School Children in Pacific Countries (2000-2015)



Primary School-Aged Demographics in the Pacific

Chart 114: Primary School Aged Population and Out-Of-School Youth in Pacific Commonwealth Countries (2015 Estimate)

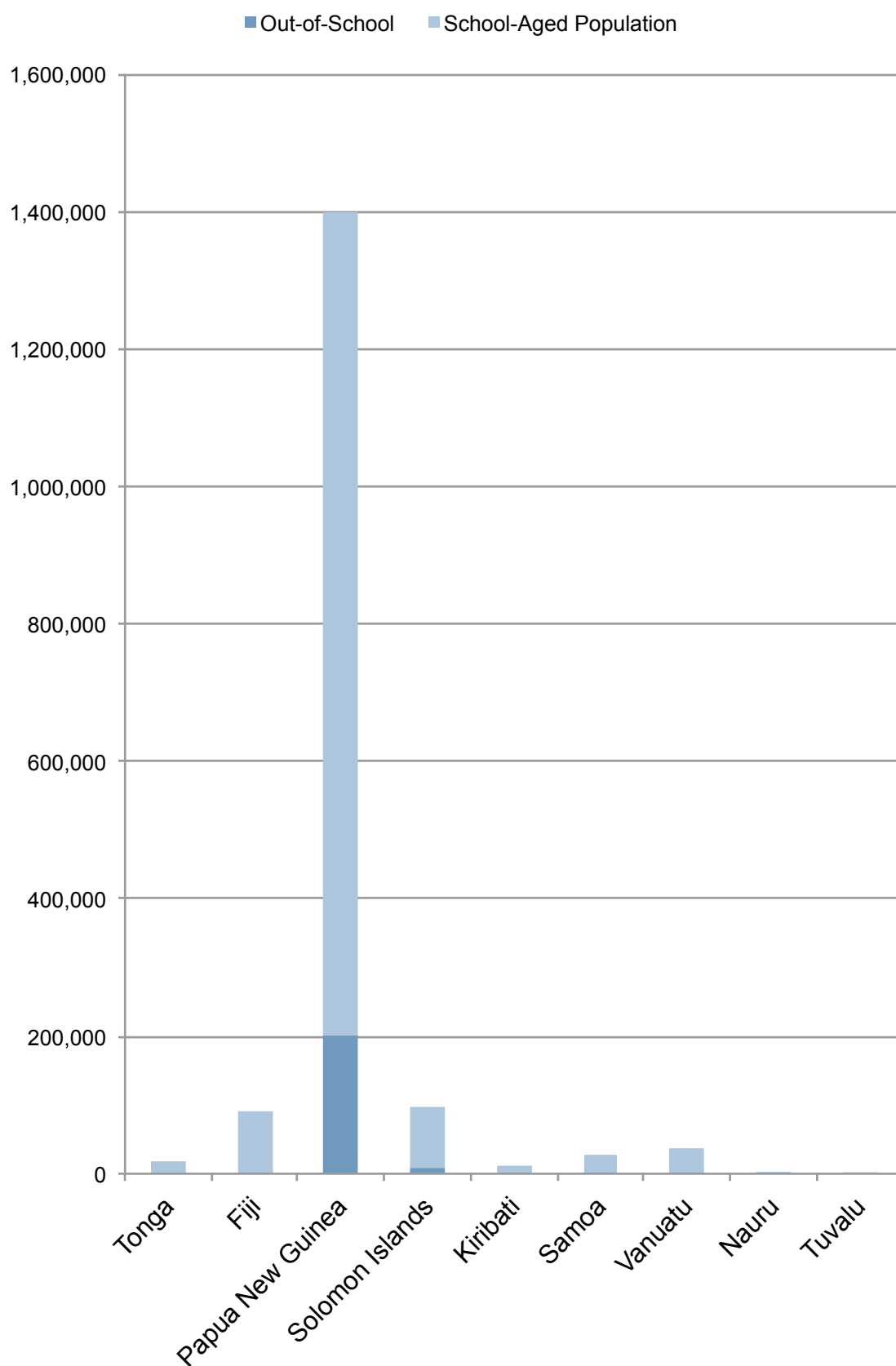
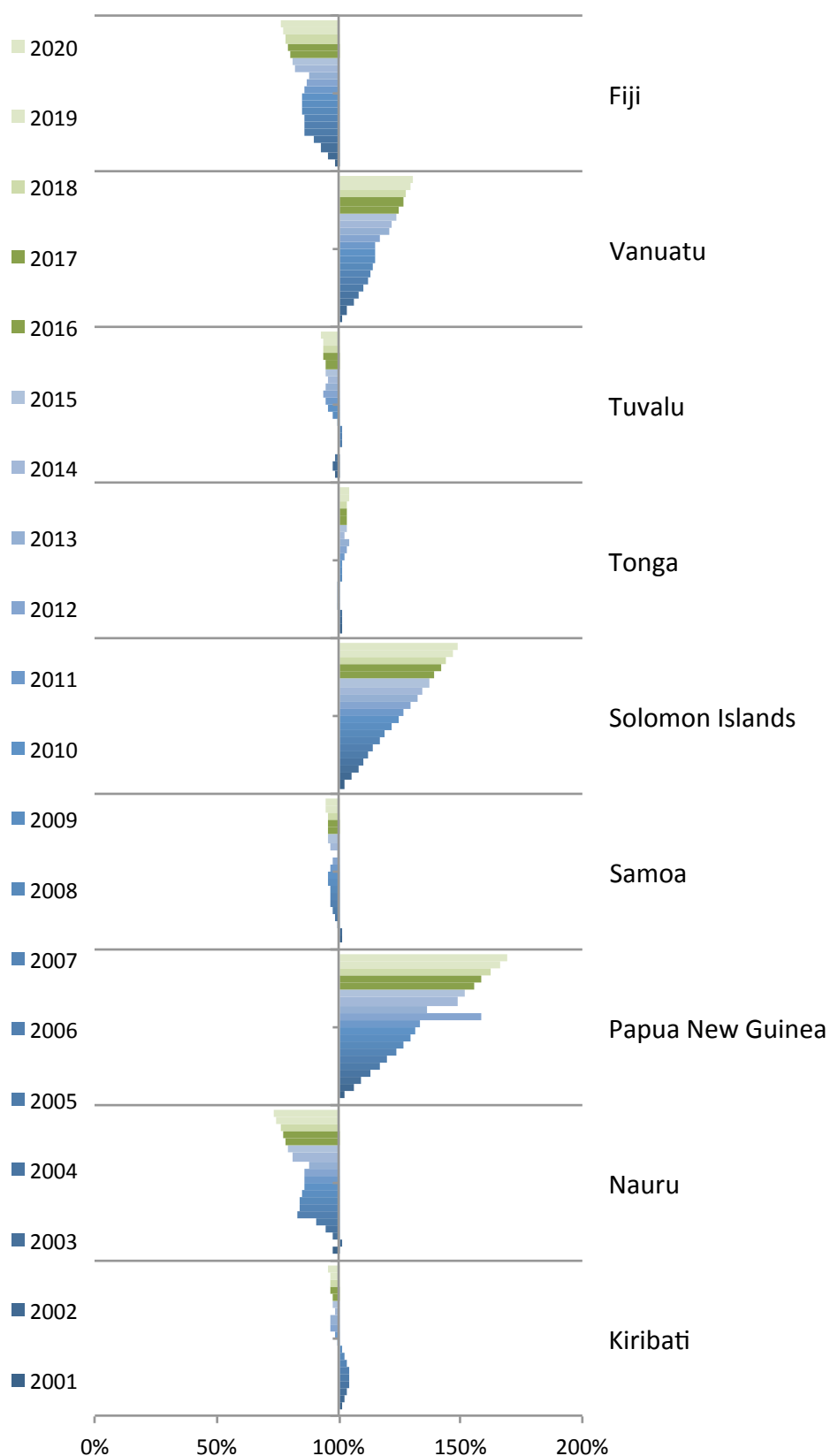


Chart 115: Percentage Change in Primary School-Aged Population in Pacific Commonwealth Countries(Compared to 2000 Estimate; Future Projections in Green)



Secondary Schooling in the Pacific

Chart 116: Lower Secondary Adjusted Net Enrolment Rate (ANER) in Pacific Countries (2000-2015)

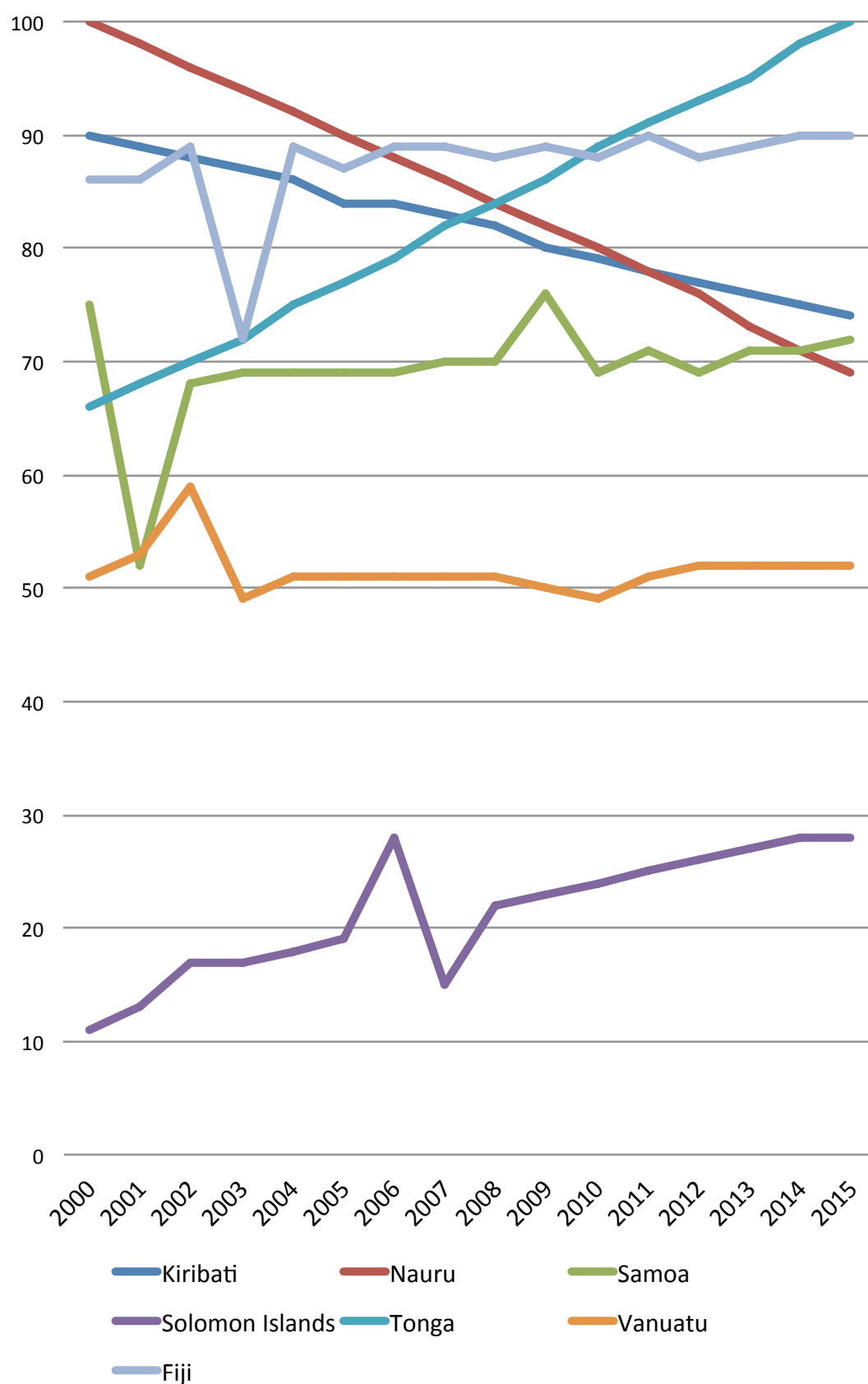


Chart 117: Lower Secondary Aged Out-of-School Children in Pacific Countries (2000-2015)

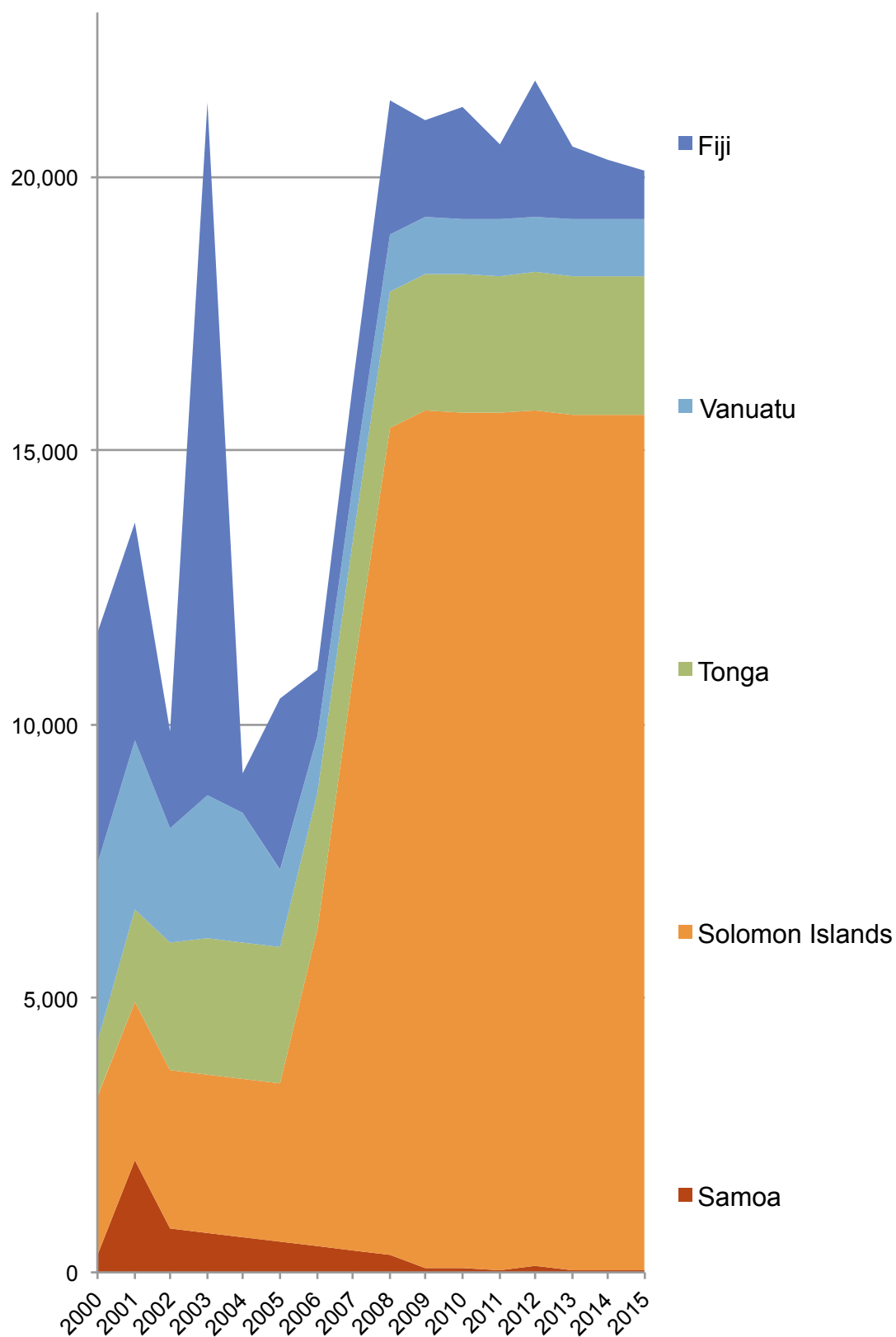


Chart 118: Upper Secondary Adjusted Net Enrolment Rate (ANER) in Pacific Countries (2000-2015)

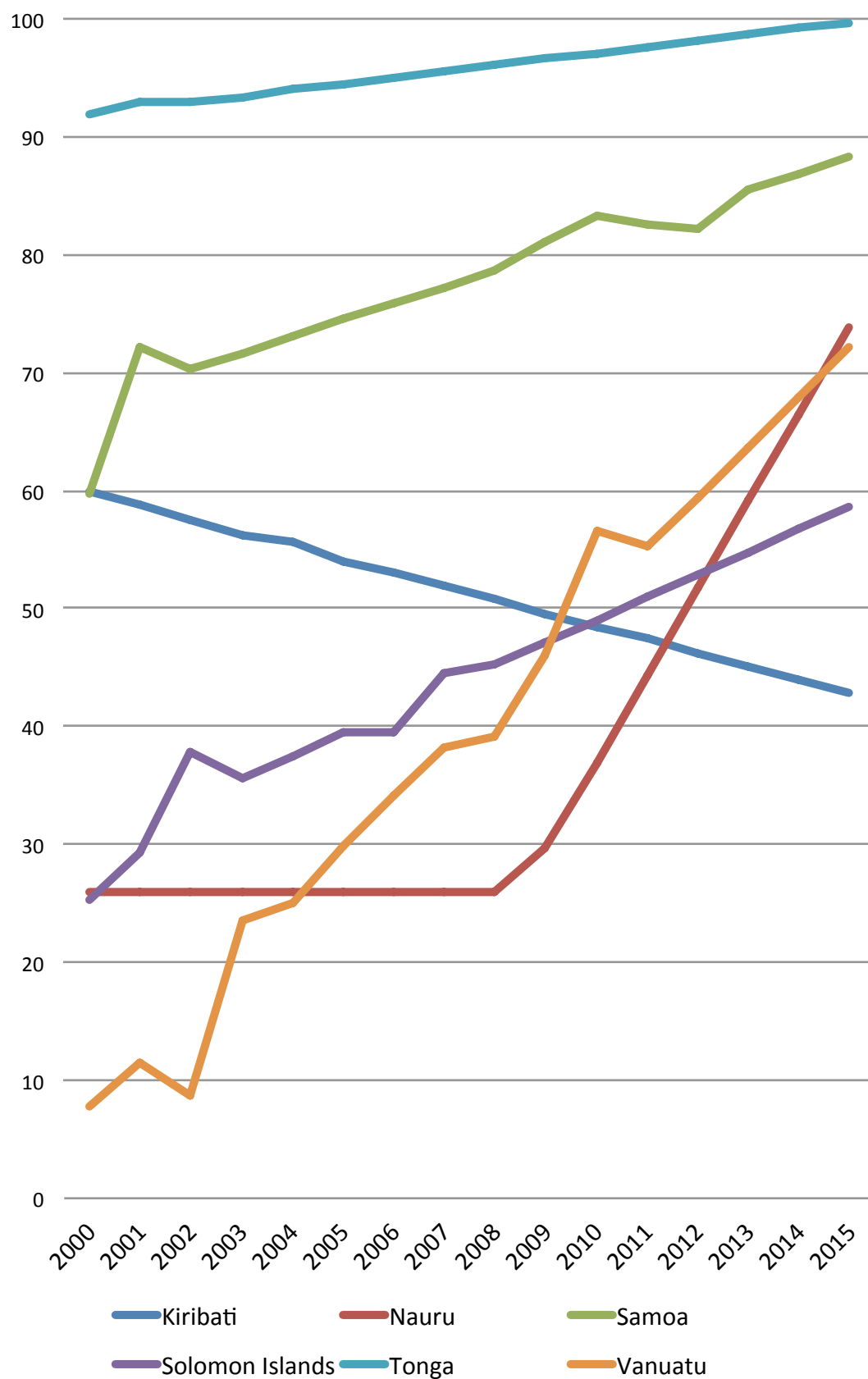
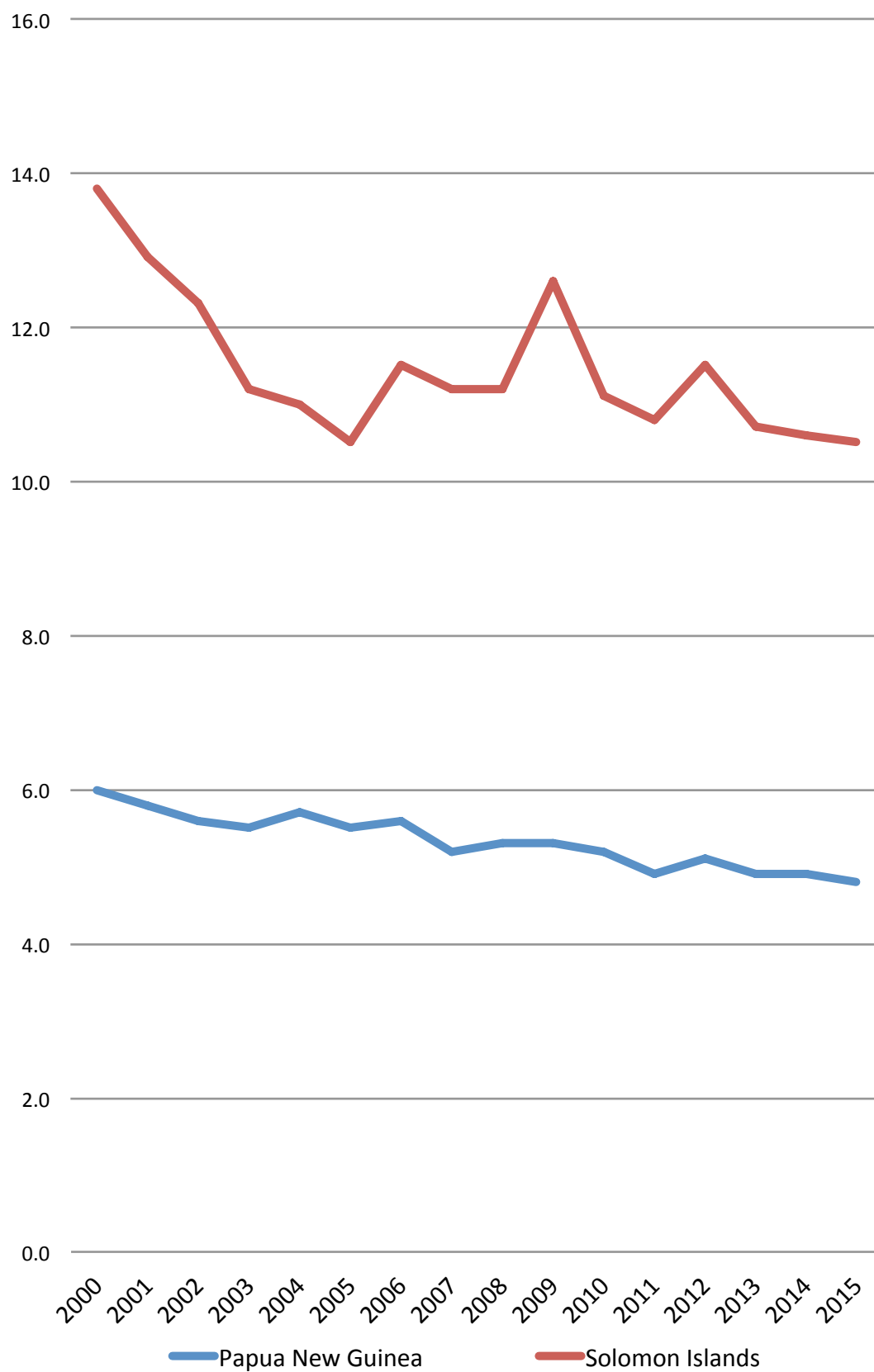


Chart 119: Youth Unemployment Rate in Pacific Commonwealth Countries (2000-2015)



Educational Spending in the Pacific

Chart 120: Total Budgetary Spending on Education (%) in Pacific Commonwealth Countries (2000-2015)

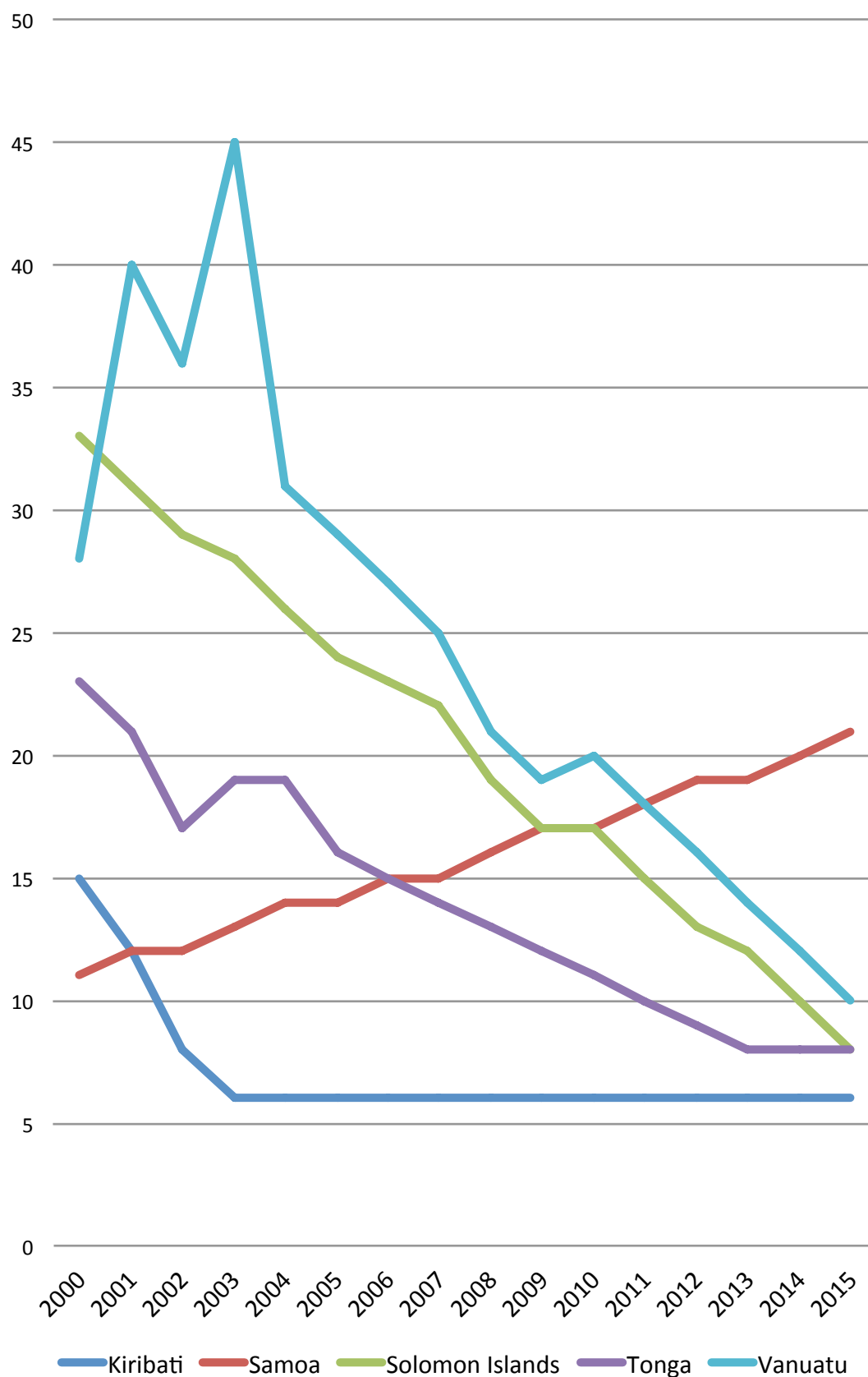
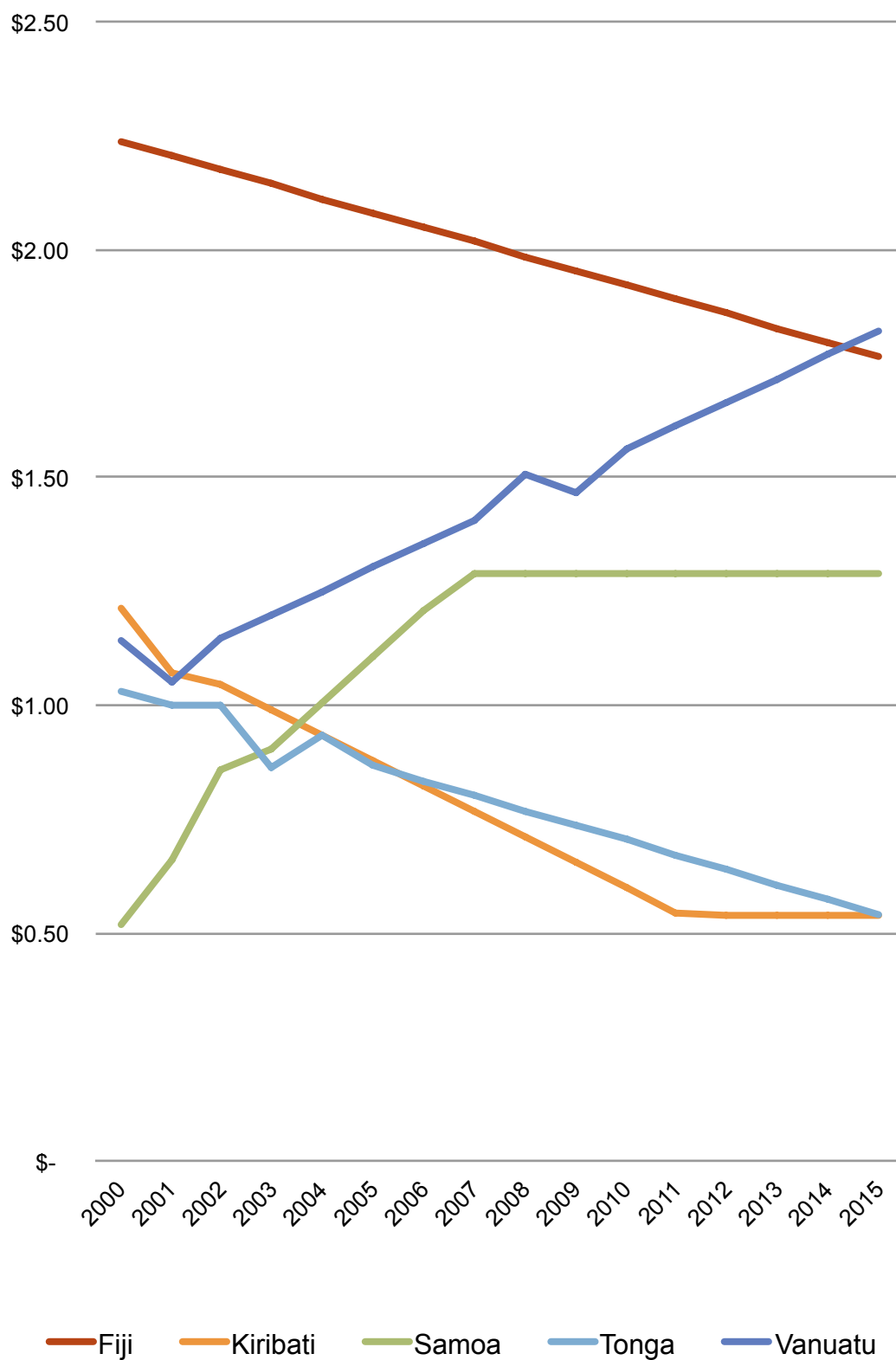


Chart 121: Total Spending Per Student Per Day on Education in Pacific Commonwealth Countries (2000-2015)



Gender Equity in the Pacific

Chart 122: Primary ANER Gender Parity Index in Pacific Commonwealth Countries (2000-2015)

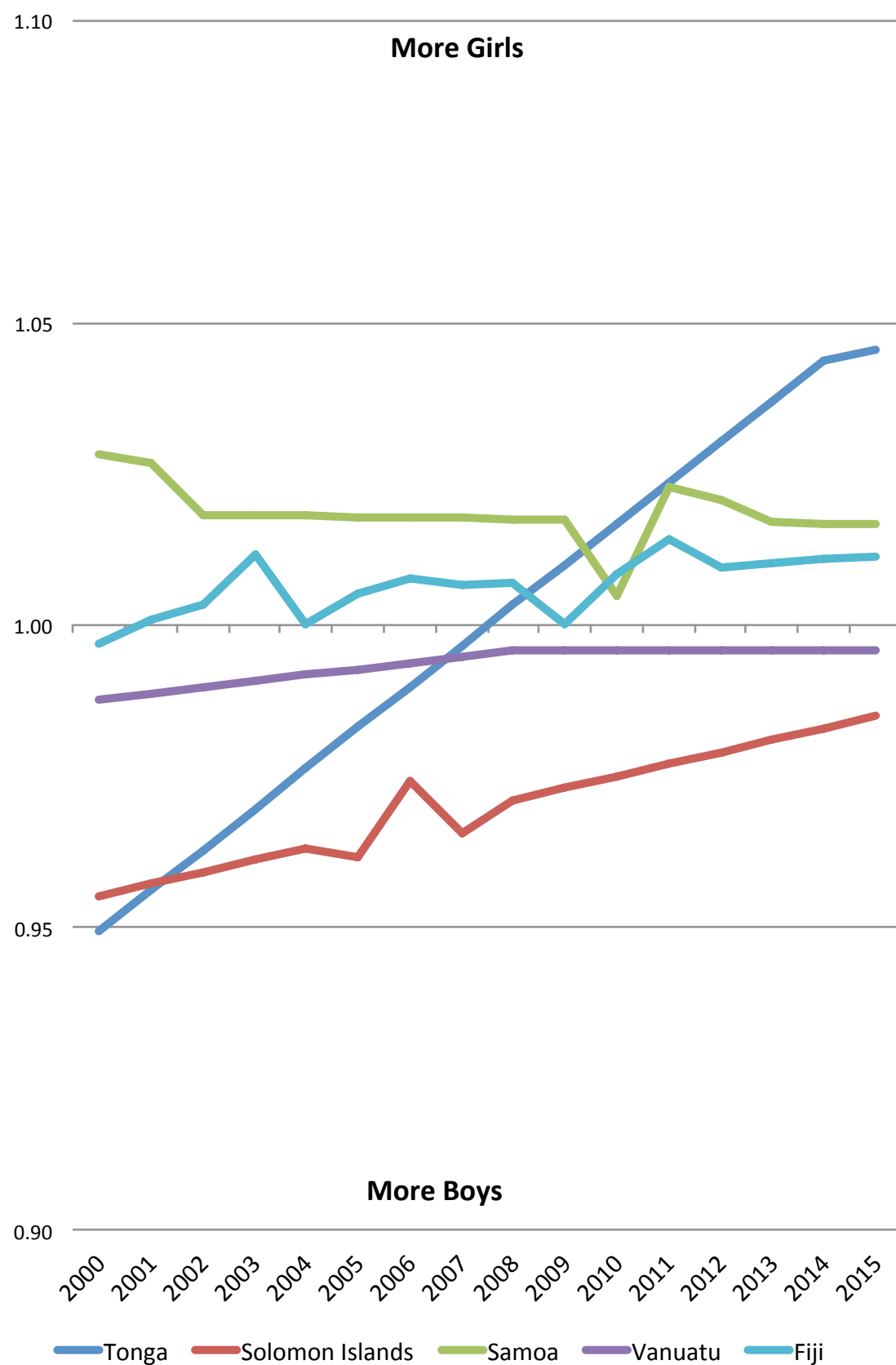
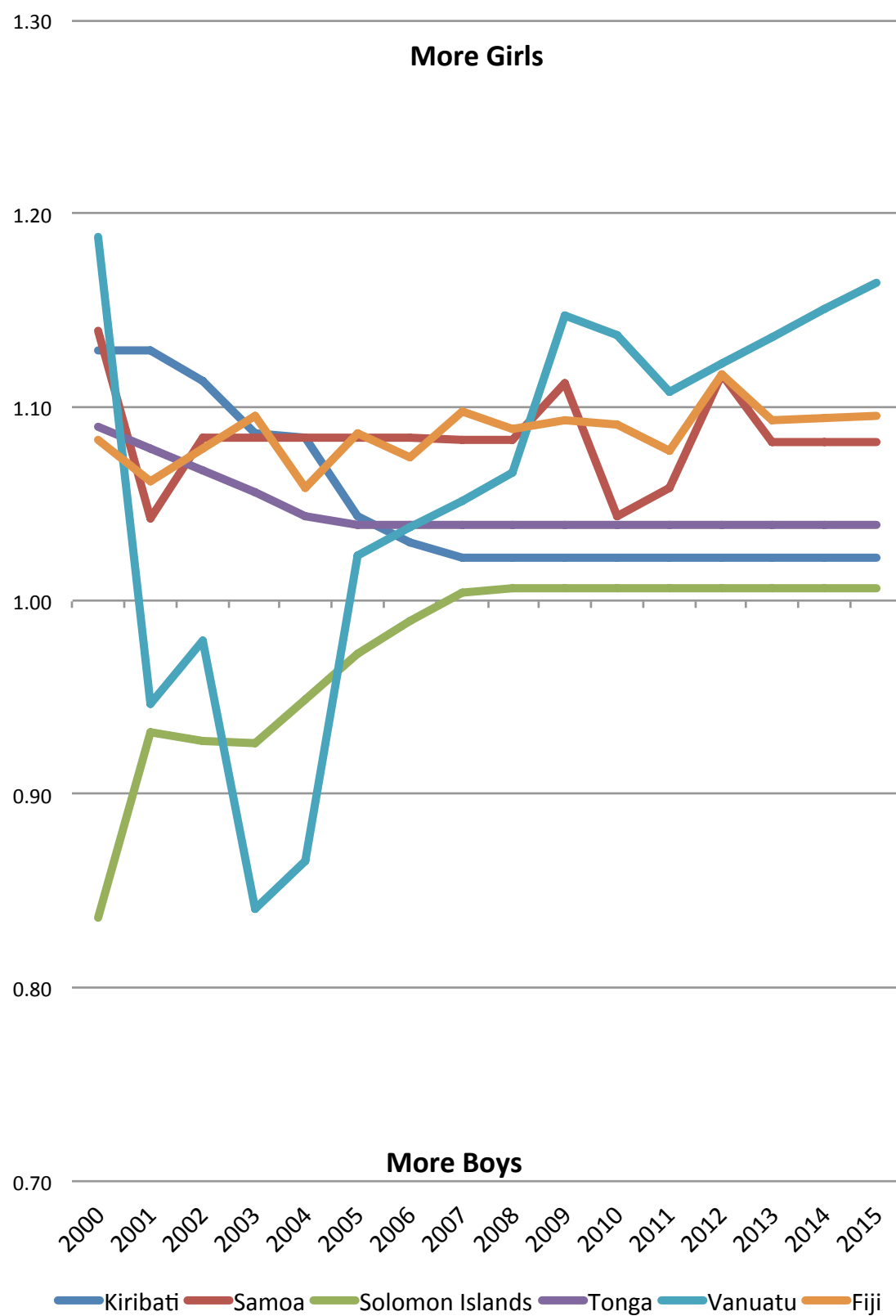


Chart 123: Lower Secondary ANER Gender Parity Index in Pacific Commonwealth Countries (2000-2015)



Individual Country Report Cards



ANTIGUA AND BARBUDA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
90,000	19%	2.1	\$13,000	52.50	0.8 (High)

Pre-Primary

84 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.2 standard deviations and growing by 1.1 per year
89 ▲	1.86 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.05 per year

Primary

82 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.1 standard deviations and falling by 1.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 392% increase between 2000 and 2015, growing by 100 children per year
392%	6.33 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.14 per year

Lower Secondary

59 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.2 standard deviations and falling by 1.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 5880% increase between 2000 and 2015, growing by 120 children per year
5980%	6.01 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.03 per year

Upper Secondary

97 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and growing by 0.1 per year
18% ▲	121 ▲	Gross Enrolment Ratio	Above average by 1.3 standard deviations and growing by 0.7 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	.93	.93	1.47	.90	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.4	2.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59.7%	42.8%
	Primary Dropout Rate	1.7%	3.1%

Shadow Education	Stewart and Tuitt (2014) note that in Antigua, as in Jamaica, “the heavy emphasis of an examination-driven school system drives the demand for extra lessons.”
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.61% ▼	5.25% ▼	88%	99%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) .09 ▲	Funding (% GDP) 0.98 ▼	Funding (% GDP) 1.17 ▼	
Teacher-Student Ratio 16	Teacher-Student Ratio 14	Teacher-Student Ratio 14	Teacher-Student Ratio 7
Trained Teachers 52	Trained Teachers 65%	Trained Teachers 42%	Trained Teachers 42%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



AUSTRALIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
23,130,000	14%	1.9	\$41,000	33.10	0.9 (Very High)

Pre-Primary

64 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.2 standard deviations and growing by 2.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
74	0.64 ▲	School Life Expectancy	Below average by 13.7 standard deviations and growing by 0.06 per year

Primary

97 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 59% decrease between 2000 and 2015, falling by 4400 children per year
-59%	7.41 ▲	School Life Expectancy	Below average by 5.4 standard deviations and growing by 0.03 per year

Lower Secondary

84 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and falling by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 60% increase between 2000 and 2015, growing by 800 children per year
+60%	6.6 ▼	School Life Expectancy	Above average by 3 standard deviations and falling by 0.01 per year

Upper Secondary

88 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.3 standard deviations and growing by 1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and growing by 0.1 per year
10% ▲	117 ▼	Gross Enrolment Ratio	Above average by 4.5 standard deviations and falling by 0.9 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	.97	1.01	1.02	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.5	2.5

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	64%	45%
	Primary Dropout Rate	1.3%	3.6%

Shadow Education	<i>In 2011, parents were spending up to Aus\$6 billion a year on private tutoring, with the industry having grown by almost 40% over the previous five years.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
0.57% ▲	13.5% ▲	89%	82%	Math	10.5% ‡	Math	9.5% ‡
				Science	8.5% ‡	Science	9% ‡
				Reading	7% ‡	Reading	10% ‡
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▲	Funding (% GDP)	1.96 ▲	Funding (% GDP)	1.93 ▲		
Teacher-Student Ratio	18	Teacher-Student Ratio	24	Teacher-Student Ratio	16	Teacher-Student Ratio	14
Trained Teachers	69%	Trained Teachers	83%	Trained Teachers	79%	Trained Teachers	78%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



THE BAHAMAS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
380,000	17%	1.9	\$19,000	57.00	0.79 (High)

Pre-Primary

36 Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.6 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.1 standard deviations and growing by 4.9 per year
86 ▲	.99 ▲	School Life Expectancy	Below average by 0.9 standard deviations and growing by 0.04 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 90% decrease between 2000 and 2015, falling by 130 children per year
-90%	7.01 ▲	School Life Expectancy	Above average by 0.8 standard deviations and growing by 0.05 per year

Lower Secondary

75 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 76% decrease between 2000 and 2015, falling by 100 children per year
-76%	6.08 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.01 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and falling by 0.1 per year
15.78% ▼	102.37 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	.97	1.08	1.13	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	2.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	57%	42%
	Primary Dropout Rate	1.6%	3.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.34% ▼	14.9% ▲	87%	83%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.04 ▼	Funding (% GDP) 2.00 ▼	Funding (% GDP) 2.25 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 14	Teacher-Student Ratio 12	Teacher-Student Ratio 9
Trained Teachers 85%	Trained Teachers 100%	Trained Teachers 74%	Trained Teachers 80%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BANGLADESH

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
156,590,000	10%	2.2	\$700	32.10	0.6 (Medium)

Pre-Primary

22 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.7 standard deviations and growing by 1.5 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
71	0.29	School Life Expectancy	Below average by 1.3 standard deviations and has little recorded momentum

Primary

95 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 4% decrease between 2000 and 2015, falling by 2200 children per year
-4%	5.84 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.15 per year

Lower Secondary

60 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 64% decrease between 2000 & 2015, falling by 182800 children per year
-64%	3.51	School Life Expectancy	Below average by 0.8 standard deviations and has little recorded momentum

Upper Secondary

36 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.7 standard deviations and growing by 0.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and has little recorded momentum
9.20% ▼	50.09 ▲	Gross Enrolment Ratio	Below average by 1 standard deviations and growing by 1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.98	1.04	1.20	1.04	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.0	2.4

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	55%	37%
	Primary Dropout Rate	1.7%	2.9%

Shadow Education	A 2011 report indicated that 37.9% of primary students and 68.4% of secondary students received private tutoring. At Grade 10, over 80% did so.
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Quality

<i>Funding (% of GDP)</i>	<i>Funding (% of Budget)</i>	<i>Youth Literacy Rate</i>	<i>Adult Literacy Rate</i>	<i>Learning (Students at Lowest Benchmark)</i>		<i>Learning (Students at Highest Benchmark)</i>	
2.36% ▼	13.4% ▼	84%	62%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.04 ▲	Funding (% GDP) 1.04 ▼	Funding (% GDP) 1.09 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 37	Teacher-Student Ratio 25	Teacher-Student Ratio 24
Trained Teachers 69%	Trained Teachers 62%	Trained Teachers 68%	Trained Teachers 54%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BARBADOS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
280,000	14%	1.9	\$16,000	47.00	0.8 (High)

Pre-Primary

81 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1 standard deviations and growing by 0.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and has little recorded momentum
100	1.98 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.03 per year

Primary

96 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 31% decrease between 2000 and 2015, falling by 30 children per year
-31%	6.37 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Lower Secondary

78 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 126% increase between 2000 and 2015, growing by 100 children per year
+126%	4.97 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.02 per year

Upper Secondary

89 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.5 standard deviations and growing by 0.4 per year
24.14% ▲	101 ▼	Gross Enrolment Ratio	Above average by 0.5 standard deviations and falling by 0.1 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.99	1.01	1.13	1.14	<i>2015 Est.</i>

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.1	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	44%
	Primary Dropout Rate	1.7%	4.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.56% ▲		13.2% ▲		86%		85%		Math	N/A	Math	N/A
2015 Est.				2015 Est.				Science	N/A	Science	N/A
								Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.14 ▼	Funding (% GDP)	2.44 ▲	Funding (% GDP)	1.64 ▲		
Teacher-Student Ratio	17	Teacher-Student Ratio	11	Teacher-Student Ratio	18	Teacher-Student Ratio	15
Trained Teachers	36%	Trained Teachers	42%	Trained Teachers	71%	Trained Teachers	73%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BELIZE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
330,000	22%	2.7	\$4,000	53.10	0.73 (High)

Pre-Primary

50 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.1 standard deviations and growing by 1.5 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.7 standard deviations and has little recorded momentum
69	0.53 ▲	School Life Expectancy	Below average by 1.4 standard deviations and growing by 0.05 per year

Primary

99 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 34% increase between 2000 and 2015, growing by 10 children per year
+34%	7.29	School Life Expectancy	Above average by 1 standard deviations and has little recorded momentum

Lower Secondary

78 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 7% increase between 2000 and 2015, growing by 6 children per year
+7%	5.31 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.01 per year

Upper Secondary

70 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and growing by 1.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.3 standard deviations and falling by 0.1 per year
13.71% ▼	88.27 ▲	Gross Enrolment Ratio	Above average by 0 standard deviations and growing by 1.3 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.05	1.00	1.06	1.17	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.7	0.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	0.0%	65%
	Primary Dropout Rate	0.4%	0.8%

Shadow Education	Press coverage indicates that shadow education is a visible phenomenon, especially in urban areas.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
6.74% ▲	25.03 ▲	88%	85%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.17 ▲	Funding (% GDP) 2.52 ▼	Funding (% GDP) 3.03 ▲	
Teacher-Student Ratio 16	Teacher-Student Ratio 22	Teacher-Student Ratio 15	Teacher-Student Ratio 9
Trained Teachers 25%	Trained Teachers 46%	Trained Teachers 34%	Trained Teachers 19%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BOTSWANA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,020,000	22%	2.7	\$8,000	54.77	0.68 (Medium)

Pre-Primary

22 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.7 standard deviations and growing by 0.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
72	0.70 ▲	School Life Expectancy	Below average by 0.7 standard deviations and growing by 0.03 per year

Primary

86 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.1 standard deviations and growing by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 29% decrease between 2000 and 2015, falling by 1150 children per year
-29%	7.44 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.01 per year

Lower Secondary

55 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and growing by 0.9 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 77% decrease between 2000 and 2015, falling by 700 children per year
-77%	4.19 ▲	School Life Expectancy	Below average by 0.3 standard deviations and growing by 0.02 per year

Upper Secondary

81 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 0.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.1 standard deviations and falling by 0.8 per year
25.16% ▼	86.35 ▲	Gross Enrolment Ratio	Above average by 1 standard deviations and growing by 0.6 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.99	1.00	1.26	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.5	3.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	45%
	Primary Dropout Rate	2.2%	3.9%

Shadow Education	SACMEQ data indicated that 5.9% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
7.29% ▼	9.37% ▼	97%	89%	Math	22.5% †	Math	0.4% †
				Science	N/A	Science	N/A
				Reading	10.6% †	Reading	5.8% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.04 ▲	Funding (% GDP) 0.85 ▲	Funding (% GDP) 1.55 ▲	
Teacher-Student Ratio 16	Teacher-Student Ratio 24	Teacher-Student Ratio 19	Teacher-Student Ratio 16
Trained Teachers 57%	Trained Teachers 100%	Trained Teachers 79%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



BRUNEI DARUSSALAM

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
420,000	16%	2	\$23,000	41.30	0.85 (Very High)

Pre-Primary

60 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.4 standard deviations and growing by 0.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
99	1.87 ▲	School Life Expectancy	Below average by 12.3 standard deviations and growing by 0.05 per year

Primary

95 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.6 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 318% increase between 2000 and 2015, growing by 120 children per year
+318%	5.86 ▼	School Life Expectancy	Below average by 6.3 standard deviations and falling by 0.1 per year

Lower Secondary

95 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 and 2015, falling by 40 children per year
-99%	7.68 ▲	School Life Expectancy	Above average by 3.6 standard deviations and growing by 0.02 per year

Upper Secondary

98 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 2.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and growing by 0.1 per year
10.65% ▲	109.41 ▲	Gross Enrolment Ratio	Above average by 4.2 standard deviations and growing by 1.9 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	0.99	1.01	1.01	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.0	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	65%	41%
	Primary Dropout Rate	1.9%	3.3%

Shadow Education	A 2007 study of Primary 6 students found that 69% had received extra lessons, of which the majority was assumed to be from private tutors.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.05% ▼	8.70% ▲	100%	96%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.01 ▲	Funding (% GDP)	2.31 ▲	Funding (% GDP)	1.08 ▲		
Teacher-Student Ratio	15	Teacher-Student Ratio	10	Teacher-Student Ratio	8	Teacher-Student Ratio	9
Trained Teachers	68%	Trained Teachers	90%	Trained Teachers	73%	Trained Teachers	77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



CAMEROON

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
22,250,000	16%	4.9	\$1,000	38.90	0.5 (Low)

Pre-Primary

27 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 1.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.61 ▲	School Life Expectancy	Average and growing by 0.04 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 2.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 83% decrease between 2000 and 2015, falling by 46490 children per year
-83%	6.98 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.11 per year

Lower Secondary

71 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	3.47 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Upper Secondary

71 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and falling by 0.2 per year
4.96% ▼	48.57 ▲	Gross Enrolment Ratio	Above average by 0.5 standard deviations and growing by 1.9 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.05	1.00	1.09	0.89	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	2.9

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	34%	17%
	Primary Dropout Rate	0.9%	1.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
2.60% ▲	13.4% ▲	93%	78%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.91 ▲	Funding (% GDP) 1.07 ▼	Funding (% GDP) 0.60 ▲	
Teacher-Student Ratio 26	Teacher-Student Ratio 47	Teacher-Student Ratio 29	Teacher-Student Ratio 29
Trained Teachers 98%	Trained Teachers 100%	Trained Teachers 99%	Trained Teachers 100%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



CANADA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
35,160,000	12%	1.6	\$39,000	32.60	0.9 (Very High)

Pre-Primary

75 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.1 standard deviations and growing by 0.7 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
N/A	1.72 ▲	School Life Expectancy	Below average by 12.5 standard deviations and growing by 0.04 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 50% decrease between 2000 and 2015, falling by 60 children per year
-50%	5.85	School Life Expectancy	Below average by 6.3 standard deviations and has little recorded momentum

Lower Secondary

70 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.18 ▲	School Life Expectancy	Above average by 2.8 standard deviations and growing by 0.02 per year

Upper Secondary

72 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.4 standard deviations and growing by 0.2 per year
14.21% ▲	102.93 ▲	Gross Enrolment Ratio	Above average by 3.9 standard deviations and growing by 0.1 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.04	0.99	1.06	0.98	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	3.3

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	84%	7.2%
	Primary Dropout Rate	1.0%	4.4%

Shadow Education	33% of parents purchased tutoring; 21% of nine year olds have received some private tutoring; tutoring businesses in major cities have increased between 200% and 500% during the past two decades.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
3.71% ▲	18.5% ▲	80%	73%	Math 13.8% # Science N/A Reading 2% ‡	Math 16.4% # Science N/A Reading 13% ‡
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.89 ▼	Funding (% GDP) 1.11 ▲	Funding (% GDP) 1.75 ▲	
Teacher-Student Ratio 20	Teacher-Student Ratio 39	Teacher-Student Ratio 17	Teacher-Student Ratio 17
Trained Teachers 27%	Trained Teachers 67%	Trained Teachers 76%	Trained Teachers 77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



CYPRUS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,140,000	8%	1.5	\$23,000	32.43	0.85 (Very High)

Pre-Primary

81 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
73	2.66 ▼	School Life Expectancy	Below average by 11.5 standard deviations and falling by 0.01 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 92% decrease between 2000 and 2015, falling by 80 children per year
-92%	6.27 ▲	School Life Expectancy	Below average by 6 standard deviations and growing by 0.01 per year

Lower Secondary

95 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and falling by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 77% decrease between 2000 and 2015, falling by 78 children per year
-77%	5.75 ▼	School Life Expectancy	Above average by 2.6 standard deviations and falling by 0.02 per year

Upper Secondary

94 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and falling by 0.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1 standard deviations and growing by 1 per year
22.95% ▲	96.01 ▼	Gross Enrolment Ratio	Above average by 3.6 standard deviations and falling by 0.5 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.07	0.89	0.76	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.9	4.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	64%	40%
	Primary Dropout Rate	3.3%	4.8%

Shadow Education	<i>A 2013 publication indicated that 80.5% of households with school-aged children were paying for private tutoring.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.83% ▲	14.98% ▲	60%	53%	Math	42% #	Math	3.7% #
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.92 ▲	Funding (% GDP)	0.83 ▲	Funding (% GDP)	1.15 ▲		
Teacher-Student Ratio	26	Teacher-Student Ratio	41	Teacher-Student Ratio	19	Teacher-Student Ratio	18
Trained Teachers	8%	Trained Teachers	89%	Trained Teachers	75%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



DOMINICA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
70,000	18%	N/A	\$7,000	44.00	0.72 (High)

Pre-Primary

75 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 0.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1 standard deviations and growing by 0.4 per year
82 ▲	2.44	School Life Expectancy	Above average by 0.7 standard deviations and has little recorded momentum

Primary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 231% increase between 2000 and 2015, growing by 20 children per year
+231%	7.30 ▲	School Life Expectancy	Above average by 1 standard deviations and growing by 0.08 per year

Lower Secondary

91 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 54% increase between 2000 and 2015, growing by 6 children per year
+54%	4.80 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.04 per year

Upper Secondary

79 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and falling by 0.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and growing by 0.3 per year
16.13% ▲	96.14 ▼	Gross Enrolment Ratio	Above average by 0.3 standard deviations and falling by 0.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.95	0.99	1.02	1.07	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.0	2.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	36%	10%
	Primary Dropout Rate	0.1%	1.0%

Shadow Education	No data available
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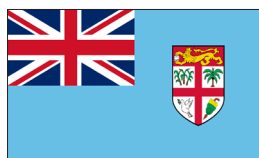
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.84% ▲	4.69% ▲	91%	75%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.96 ▲	Funding (% GDP)	1.87 ▼	Funding (% GDP)	2.06 ▲		
Teacher-Student Ratio	35	Teacher-Student Ratio	30	Teacher-Student Ratio	14	Teacher-Student Ratio	7
Trained Teachers	73%	Trained Teachers	83%	Trained Teachers	77%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



FIJI

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
880,000	22%	2.6	\$3,900	42.80	0.72 (High)

Pre-Primary

19 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 1.2 standard deviations and growing by 0.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.64 ▲	School Life Expectancy	Below average by 1.2 standard deviations and growing by 0.02 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 97% decrease between 2000 and 2015, falling by 390 children per year
-97%	6.44	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Lower Secondary

90 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Above average by 0.3 standard deviations and has little recorded momentum
-79%	6.59 ▲	School Life Expectancy	Above average by 0.3 standard deviations and growing by 1 per year

Upper Secondary

76 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.3 standard deviations and has little recorded momentum
21.10%	94.10 ▲	Gross Enrolment Ratio	Above average by 0.3 standard deviations and growing by 1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.88	1.04	1.01	1.12	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.9	2.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	41%
	Primary Dropout Rate	1.7%	2.8%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.31% ▲	15.59% ▲	89%	81%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.28 ▲	Funding (% GDP)	2.10 ▲	Funding (% GDP)	1.92 ▲		
Teacher-Student Ratio	19	Teacher-Student Ratio	27	Teacher-Student Ratio	19	Teacher-Student Ratio	16
Trained Teachers	68%	Trained Teachers	84%	Trained Teachers	78%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



GHANA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
25,900,000	26%	3.9	\$900	42.80	0.57 (Medium)

Pre-Primary

93 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 4.2 standard deviations and growing by 2.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.3 standard deviations and growing by 1.8 per year
90 ▲	2.29 ▲	School Life Expectancy	Above average by 1.7 standard deviations and growing by 0.09 per year

Primary

87 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.1 standard deviations and growing by 1.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 52% decrease between 2000 and 2015, falling by 35300 children per year
-52%	7.17 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.03 per year

Lower Secondary

45 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.6 standard deviations and growing by 3.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 73% decrease between 2000 and 2015, falling by 23200 children per year
-73%	4.42 ▲	School Life Expectancy	Below average by 0.1 standard deviations and growing by 0.03 per year

Upper Secondary

65 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and falling by 1.8 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 1.2 standard deviations and falling by 0.2 per year
3.05% ▼	65 ▲	Gross Enrolment Ratio	Below average by 0.2 standard deviations and growing by 1.1 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	1.03	1.02	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.5	2.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	56%	43%
	Primary Dropout Rate	0.9%	3.3%

Shadow Education	A 2008 survey of 1,020 households found that 48% were paying additional fees for private tutoring in primary education
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.21% ▲	14.45% ▼	99%	97%	Math	79% ‡	Math	0% ‡
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.80 ▼	Funding (% GDP) 1.87 ▼	Funding (% GDP) 1.17 ▲	
Teacher-Student Ratio 18	Teacher-Student Ratio 24	Teacher-Student Ratio 17	Teacher-Student Ratio 15
Trained Teachers 69	Trained Teachers 84%	Trained Teachers 72%	Trained Teachers 77%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



GRENADA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
110,000	21%	2.2	\$7,000	37.00	0.74 (High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 0.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and has little recorded momentum
99	2.25 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.06 per year

Primary

98 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 and 2015, falling by 200 children per year
-99%	7.15 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.08 per year

Lower Secondary

97 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 1.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 69% decrease between 2000 and 2015, falling by 100 children per year
-69%	5.14 ▼	School Life Expectancy	Below average by 0.3 standard deviations and falling by 0.03 per year

Upper Secondary

37 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.8 standard deviations and falling by 4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and has little recorded momentum
15.71%	105 ▼	Gross Enrolment Ratio	Above average by 0.7 standard deviations and falling by 0.9 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.97	0.92	0.76	1.01	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	1.9

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	62%	42%
	Primary Dropout Rate	0.7%	1.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.22% ▲	12.14% ▼	20%	22%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.61 ▲	Funding (% GDP)	1.13 ▲	Funding (% GDP)	0.82 ▲		
Teacher-Student Ratio	34	Teacher-Student Ratio	43	Teacher-Student Ratio	43	Teacher-Student Ratio	26
Trained Teachers	68%	Trained Teachers	84%	Trained Teachers	94%	Trained Teachers	76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



GUYANA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
800,000	23%	2.6	\$1,400	44.50	0.64 (Medium)

Pre-Primary

41 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.6 standard deviations and falling by 1.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.7 standard deviations and has little recorded momentum
99	1.05 ▼	School Life Expectancy	Below average by 0.2 standard deviations and falling by 0.01 per year

Primary

69 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.4 standard deviations and falling by 3.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 2643% increase between 2000 & 2015, growing by 2460 children per year
+2643%	4.40 ▼	School Life Expectancy	Below average by 0.9 standard deviations and falling by 0.17 per year

Lower Secondary

94 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 336% increase between 2000 and 2015, growing by 300 children per year
+336%	5.24 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.03 per year

Upper Secondary

93 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 2.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 2.3 standard deviations and growing by 0.1 per year
37.69% ▲	105 ▲	Gross Enrolment Ratio	Above average by 2.1 standard deviations and growing by 1.8 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	0.98	1.00	1.21	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.0	1.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	56%	42%
	Primary Dropout Rate	1.0%	2.4%

Shadow Education	Newspaper reports indicate that “extra lessons [private supplementary tutoring] are deeply embedded in the educational system”.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.29% ▼	18.21% ▼	87%	82%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.00 ▼	Funding (% GDP)	0.55 ▼	Funding (% GDP)	1.14 ▲		
Teacher-Student Ratio	18	Teacher-Student Ratio	12	Teacher-Student Ratio	16	Teacher-Student Ratio	18
Trained Teachers	67%	Trained Teachers	99%	Trained Teachers	78%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



INDIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,252,140,000	17%	2.5	\$1,500	33.90	0.59 (Medium)

Pre-Primary

61 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.7 standard deviations and has little recorded momentum
75	1.68 ▲	School Life Expectancy	Above average by 0.8 standard deviations and growing by 0.03 per year

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 & 2015, falling by 1112910 children per year
-99%	6.23 ▲	School Life Expectancy	Average and growing by 0.06 per year

Lower Secondary

80 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.3 standard deviations and growing by 3.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 61% decrease between 2000 & 2015, falling by 852300 children per year
-61%	5.23 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Upper Secondary

72	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.5 standard deviations and has little recorded momentum
10.09%	74.83 ▲	Gross Enrolment Ratio	Above average by 0.4 standard deviations and growing by 1.8 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.02	0.91	0.94	0.83	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.7	2.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	12%	3.2%
	Primary Dropout Rate	0.3%	1.4%

Shadow Education	A 2014 nationwide rural survey showed rates of private tutoring among children aged 6-14 ranging from 2.8% in Chhattisgarh to 73.9% in West Bengal.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.94% ▲	13.37% ▼	82%	80%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.86 ▲	Funding (% GDP)	1.54 ▲	Funding (% GDP)	1.58 ▼		
Teacher-Student Ratio	16	Teacher-Student Ratio	10	Teacher-Student Ratio	9	Teacher-Student Ratio	24
Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	100%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



JAMAICA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,720,000	13%	2.3	\$4,000	45.50	0.72 (High)

Pre-Primary

73 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.7 standard deviations and falling by 1.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1 standard deviations and has little recorded momentum
83	2.45 ▼	School Life Expectancy	Above average by 0.7 standard deviations and falling by 0.06 per year

Primary

86 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and falling by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 130% increase between 2000 & 2015, growing by 1830 children per year
130%	5.63 ▼	School Life Expectancy	Above average by 0.1 standard deviations and falling by 0.02 per year

Lower Secondary

71 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.9 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 86% decrease between 2000 and 2015, falling by 900 children per year
-86%	4.84 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.01 per year

Upper Secondary

83 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.7 standard deviations and growing by 0.1 per year
26.21% ▲	96.37 ▼	Gross Enrolment Ratio	Above average by 0.4 standard deviations and falling by 0.1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.01	0.99	0.99	1.11	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.2	0.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	63%	27%
	Primary Dropout Rate	0.1%	0.3%

Shadow Education	A 2013 survey of Grade 11 students found that 90.3% received extra lessons.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
2.42% ▼	9.84% ▲	91%	82%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.05 ▼	Funding (% GDP) 1.74 ▲	Funding (% GDP) 1.15 ▲	
Teacher-Student Ratio 9	Teacher-Student Ratio 15	Teacher-Student Ratio 19	Teacher-Student Ratio 16
Trained Teachers 69	Trained Teachers 83%	Trained Teachers 77%	Trained Teachers 74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



KENYA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
44,350,000	20%	4.5	\$700	47.70	0.54 (Low)

Pre-Primary

25 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.4 standard deviations and falling by 0.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	1.98 ▲	School Life Expectancy	Above average by 1.2 standard deviations and growing by 0.07 per year

Primary

98 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 2.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 77% decrease between 2000 and 2015, falling by 92150 children per year
-77%	8.10 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.16 per year

Lower Secondary

39 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 0.7 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 98% decrease between 2000 and 2015, falling by 14100 children per year
-98%	4.31 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.03 per year

Upper Secondary

63 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 0.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.4 standard deviations and has little recorded momentum
16.95% ▼	71.85 ▲	Gross Enrolment Ratio	Above average by 1.4 standard deviations and growing by 1.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.06	0.99	1.01	0.99	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.1	1.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	37%
	Primary Dropout Rate	1.1%	3.7%

Shadow Education	SACMEQ data indicated that 46.3% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
7.86% ▲	17.76% ▼	87%	80%	Math	11.2% †	Math	1.4% †
				Science	N/A	Science	N/A
				Reading	8.1% †	Reading	6.4% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.01 ▲	Funding (% GDP)	1.14 ▲	Funding (% GDP)	1.78 ▲		
Teacher-Student Ratio	32	Teacher-Student Ratio	24	Teacher-Student Ratio	18	Teacher-Student Ratio	14
Trained Teachers	52%	Trained Teachers	79%	Trained Teachers	75%	Trained Teachers	78%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



KIRIBATI

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
100,000	19%	3	\$1,100	N/A	0.61 (Medium)

Pre-Primary

52 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.7 standard deviations and has little recorded momentum
76	3.19 ▲	School Life Expectancy	Above average by 3.1 standard deviations and growing by 0.12 per year

Primary

91	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	7.33 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.02 per year

Lower Secondary

74 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and falling by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.75 ▲	School Life Expectancy	Above average by 1.7 standard deviations and growing by 0.04 per year

Upper Secondary

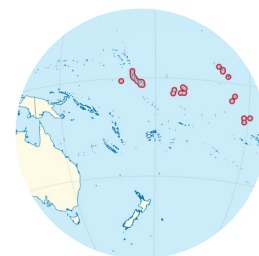
43 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.4 standard deviations and falling by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.3 standard deviations and growing by 0.2 per year
18.02% ▲	112 ▲	Gross Enrolment Ratio	Above average by 2.5 standard deviations and growing by 4.1 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.02	0.99	1.02	1.11	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.3	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	0.0%	0.4%
	Primary Dropout Rate	0.0%	0.5%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.43% ▲	18.61% ▲	92%	80%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.85 ▲	Funding (% GDP) 2.26 ▲	Funding (% GDP) 0.81 ▼	
Teacher-Student Ratio 20	Teacher-Student Ratio 28	Teacher-Student Ratio 20	Teacher-Student Ratio 24
Trained Teachers 93%	Trained Teachers 100%	Trained Teachers 94%	Trained Teachers 81%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



LESOTHO

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,070,000	0%	3.1	\$1,100	52.50	0.49 (Low)

Pre-Primary

58	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.9 standard deviations and has little recorded momentum
72	0.81 ▼	School Life Expectancy	Above average by 0.2 standard deviations and falling by 0.02 per year

Primary

82 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 7% decrease between 2000 and 2015, falling by 320 children per year
-7%	7.57 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.05 per year

Lower Secondary

29 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 35% increase between 2000 and 2015, growing by 600 children per year
+35%	2.89 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.01 per year

Upper Secondary

48 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.5 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.4 standard deviations and falling by 0.4 per year
28.71% ▼	57 ▲	Gross Enrolment Ratio	Above average by 0.8 standard deviations and growing by 2 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.97	1.07	0.92	1.38	<i>2015 Est.</i>

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.4	3.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	58%	37%
	Primary Dropout Rate	1.2%	4.7%

Shadow Education	<i>SACMEQ data indicated that 2.5% of Grade 6 pupils were receiving paid tutoring in 2007.</i>
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Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.26% ▼	15.15% ▲	88%	82%	Math	41.9% †	Math	0% †				
2015 Est.		2015 Est.		Science	N/A	Science	N/A				
				Reading	21.2% †	Reading	0.4% †				

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.74 ▼	Funding (% GDP)	0.47 ▼	Funding (% GDP)	0.98 ▼		
Teacher-Student Ratio	6	Teacher-Student Ratio	6	Teacher-Student Ratio	7	Teacher-Student Ratio	26
Trained Teachers	70	Trained Teachers	84%	Trained Teachers	78%	Trained Teachers	74%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALAWI

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
16,360,000	21%	5.5	\$300	43.90	0.41 (Low)

Pre-Primary

58 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
77	1.13	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Primary

94 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and falling by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 612% increase between 2000 & 2015, growing by 8360 children per year
+612%	8.26 ▲	School Life Expectancy	Above average by 1 standard deviations and growing by 0.04 per year

Lower Secondary

26 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 314% increase between 2000 & 2015, growing by 29300 children per year
314%	1.90 ▲	School Life Expectancy	Below average by 0.4 standard deviations and growing by 0.02 per year

Upper Secondary

27 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and has little recorded momentum
13.32%	30.98	Gross Enrolment Ratio	Below average by 0.2 standard deviations and has little recorded momentum

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.91	0.95	0.88	0.77	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.6	4.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	42%	13%
	Primary Dropout Rate	1.9%	5.8%

Shadow Education	SACMEQ data indicated that 4.5% of Grade 6 pupils were receiving paid tutoring in 2007.
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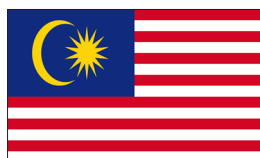
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.96% ▼	14.16% ▲	99%	95%	Math	59.9% †	Math	0% †
				Science	N/A	Science	N/A
				Reading	36.6% †	Reading	0% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.02 ▼	Funding (% GDP)	1.25 ▼	Funding (% GDP)	1.11 ▼		
Teacher-Student Ratio	16	Teacher-Student Ratio	10	Teacher-Student Ratio	16	Teacher-Student Ratio	16
Trained Teachers	72%	Trained Teachers	84%	Trained Teachers	73%	Trained Teachers	74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALAYSIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
29,720,000	11%	2	\$8,000	46.20	0.77 (High)

Pre-Primary

74 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Below average by 0.2 standard deviations and growing by 0.06 per year
99 ▲	1.64 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 2.8 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 44% decrease between 2000 and 2015, falling by 1980 children per year
-44%	6.48 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.05 per year

Lower Secondary

90 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 58% increase between 2000 & 2015, growing by 4100 children per year
+58%	4.76 ▲	School Life Expectancy	Below average by 0.5 standard deviations and growing by 0.03 per year

Upper Secondary

65 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Average and growing by 0.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.5 standard deviations and has little recorded momentum
11.11% ▲	67 ▲	Gross Enrolment Ratio	Below average by 0.8 standard deviations and growing by 0.2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.98	0.98	1.32	1.02	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.8	3.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	40%
	Primary Dropout Rate	1.5%	4.9%

Shadow Education	<i>The 2004/05 household expenditure survey indicated that 20.1% of households had expenditures on private tutoring.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
6.60% ▲	11.43% ▼	100%	100%	Math	35% ‡	Math	2% ‡
				Science	38% ‡	Science	1% ‡
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.04 ▼	Funding (% GDP) 2.11 ▼	Funding (% GDP) 1.80 ▼	
Teacher-Student Ratio 21	Teacher-Student Ratio 7	Teacher-Student Ratio 6	Teacher-Student Ratio 17
Trained Teachers 56%	Trained Teachers 80%	Trained Teachers 100%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALDIVES

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
350,000	13%	2.3	\$6,000	37.40	0.7 (Medium)

Pre-Primary

77 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 3 standard deviations and growing by 1.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.6 standard deviations and falling by 0.6 per year
97 ▲	3.20 ▲	School Life Expectancy	Above average by 3.1 standard deviations and growing by 0.1 per year

Primary

89 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and growing by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 548% increase between 2000 and 2015, growing by 270 children per year
+548%	5.05 ▼	School Life Expectancy	Below average by 0.6 standard deviations and falling by 0.29 per year

Lower Secondary

70 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 2.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 13% decrease between 2000 and 2015, falling by 10 children per year
-13%	5.50 ▲	School Life Expectancy	Above average by 0.7 standard deviations and growing by 0.05 per year

Upper Secondary

82 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.6 standard deviations and growing by 2.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.1 standard deviations and growing by 0.1 per year
25.40% ▲	108.45 ▲	Gross Enrolment Ratio	Above average by 2.3 standard deviations and growing by 1.8 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.07	0.91	0.74	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.3	0.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	100%	96%
	Primary Dropout Rate	0.4%	0.9%

Shadow Education	<i>A 2012 study remarked that private tutoring “is a tradition and a culture in the Maldives and is practiced on a large scale”.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.90% ▲	20.44% ▲	55%	37%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.74 ▲	Funding (% GDP)	2.10 ▲	Funding (% GDP)	1.92 ▲		
Teacher-Student Ratio	53	Teacher-Student Ratio	42	Teacher-Student Ratio	41	Teacher-Student Ratio	6
Trained Teachers	57%	Trained Teachers	56%	Trained Teachers	67%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MALTA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
420,000	12%	1.4	\$18,000	28.20	0.83 (Very High)

Pre-Primary

99 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
70	2.60 ▲	School Life Expectancy	Below average by 11.6 standard deviations and growing by 0.03 per year

Primary

98 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 1.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 74% decrease between 2000 and 2015, falling by 110 children per year
-74%	5.63 ▼	School Life Expectancy	Below average by 6.4 standard deviations and falling by 0.01 per year

Lower Secondary

90 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.4 standard deviations and growing by 0.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.93 ▲	School Life Expectancy	Above average by 3.2 standard deviations and growing by 0.03 per year

Upper Secondary

70 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.8 standard deviations and growing by 1.5 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.3 standard deviations and growing by 0.1 per year
13.21% ▲	99.48 ▲	Gross Enrolment Ratio	Above average by 3.7 standard deviations and growing by 0.1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	0.80	0.92	1.35	1.07	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	1.9	2.8

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	59%	47%
	Primary Dropout Rate	2.1%	3.0%

Shadow Education	Statistics reported in a 2013 publication indicated that between 37.6% and 51.9% of primary students were receiving private tutoring, and up to 82.9% at secondary level.
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Quality

<i>Funding (% of GDP)</i>	<i>Funding (% of Budget)</i>	<i>Youth Literacy Rate</i>	<i>Adult Literacy Rate</i>	<i>Learning (Students at Lowest Benchmark)</i>	<i>Learning (Students at Highest Benchmark)</i>
15.61% ▼	40.95% ▼	89%	79%	Math 12% ‡	Math 4% ‡
2015 Est.		2015 Est.		Science 30% ‡	Science 2% ‡
				Reading 22% ‡	Reading 4% ‡

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.01 ▼	Funding (% GDP) 1.32 ▼	Funding (% GDP) 1.89 ▼	
Teacher-Student Ratio 6	Teacher-Student Ratio 25	Teacher-Student Ratio 7	Teacher-Student Ratio 9
Trained Teachers 68%	Trained Teachers 84%	Trained Teachers 74%	Trained Teachers 77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MAURITIUS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,300,000	17%	1.4	\$8,000	36.08	0.77 (High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 1.8 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.3 standard deviations and falling by 0.1 per year
95 ▲	2.34 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.08 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 88% decrease between 2000 and 2015, falling by 510 children per year
-88%	6.48 ▲	School Life Expectancy	Above average by 0.6 standard deviations and growing by 0.01 per year

Lower Secondary

100 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 80% decrease between 2000 and 2015, falling by 400 children per year
-80%	7.16 ▲	School Life Expectancy	Above average by 0.8 standard deviations and growing by 0.02 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.5 standard deviations and growing by 0.4 per year
23.78% ▲	102.39 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.03	1.03	1.07	0.96	2015 Estimate

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	1.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	55%	42%
	Primary Dropout Rate	1.9%	3.2%

Shadow Education	SACMEQ data indicated that 74.6% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)			
5.56% ▲		18.91% ▼		99%		95%		Math	11.3% †	Math	12.2% †		
2015 Est.				2015 Est.				Science	N/A	Science	N/A		
								Reading	11.1% †	Reading	15.4% †		
Pre-Primary				Primary				Lower Secondary				Upper Secondary	
Funding (% GDP)		1.04 ▲		Funding (% GDP)		2.01 ▲		Funding (% GDP)		1.70 ▲			
Teacher-Student Ratio		28		Teacher-Student Ratio		27		Teacher-Student Ratio		20		Teacher-Student Ratio 16	
Trained Teachers		88%		Trained Teachers		96%		Trained Teachers		92%		Trained Teachers 100%	

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



MOZAMBIQUE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
25,830,000	20%	5.3	\$500	45.70	0.39 (Low)

Pre-Primary

60 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
76	2.03	School Life Expectancy	Above average by 1.3 standard deviations and has little recorded momentum

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 1.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 83% decrease between 2000 and 2015, falling by 84040 children per year
-83%	8.87 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.1 per year

Lower Secondary

18 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.1 standard deviations and growing by 1.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 23% decrease between 2000 and 2015, falling by 10900 children per year
-23%	1.73 ▲	School Life Expectancy	Below average by 0.5 standard deviations and growing by 0.01 per year

Upper Secondary

27 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 1.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and has little recorded momentum
12.80% ▲	32 ▲	Gross Enrolment Ratio	Below average by 0.1 standard deviations and growing by 1.8 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.08	1.05	1.02	0.83	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	6.0	6.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	64%	45%
	Primary Dropout Rate	1.6%	4.1%

Shadow Education	SACMEQ data indicated that 7.1% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
0.76% ▼	4.87% ▲	96%	93%	Math	32.7% †	Math	0.3% †
				Science	N/A	Science	N/A
				Reading	21.5% †	Reading	0.3% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▲	Funding (% GDP)	0.46 ▲	Funding (% GDP)	0.13 ▼		
Teacher-Student Ratio	19	Teacher-Student Ratio	26	Teacher-Student Ratio	40	Teacher-Student Ratio	23
Trained Teachers	21%	Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	100%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NAMIBIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
2,300,000	26%	3.1	\$5,400	63.90	0.62 (Medium)

Pre-Primary

56 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.6 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
73	1.16 ▲	School Life Expectancy	Average and growing by 0.04 per year

Primary

86 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.1 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 46% increase between 2000 & 2015, growing by 1130 children per year
+46%	7.32 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.05 per year

Lower Secondary

67 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.6 standard deviations and growing by 1.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 72% decrease between 2000 and 2015, falling by 900 children per year
-72%	3.64 ▲	School Life Expectancy	Below average by 0.7 standard deviations and growing by 0.02 per year

Upper Secondary

58 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.7 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 3 standard deviations and falling by 1.1 per year
44.11% ▼	70 ▲	Gross Enrolment Ratio	Above average by 0.1 standard deviations and growing by 0.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.85	0.85	0.81	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.7	2.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	42%
	Primary Dropout Rate	1.1%	3.2%

Shadow Education	SACMEQ data indicated that 2.9% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.78% ▼	15.57% ▼	87%	81%	Math	47.6% †	Math	0.1% †
				Science	N/A	Science	N/A
				Reading	13.7% †	Reading	2.5% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.91 ▼	Funding (% GDP) 1.87 ▲	Funding (% GDP) 2.03 ▲	
Teacher-Student Ratio 21	Teacher-Student Ratio 23	Teacher-Student Ratio 17	Teacher-Student Ratio 16
Trained Teachers 100%	Trained Teachers 87%	Trained Teachers 77%	Trained Teachers 74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NAURU

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
10,000	N/A	N/A	#N/A	N/A	N/A

Pre-Primary

70 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 0.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1 standard deviations and has little recorded momentum
74	3.10 ▼	School Life Expectancy	Above average by 1.8 standard deviations and falling by 0.1 per year

Primary

91	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 200% increase between 2000 and 2015, growing by 20 children per year
+200%	5.73 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.04 per year

Lower Secondary

69 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and falling by 2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	4.61 ▲	School Life Expectancy	Above average by 0.9 standard deviations and growing by 0.01 per year

Upper Secondary

74 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 6.6 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1 standard deviations and growing by 0.2 per year
16.82% ▲	77 ▲	Gross Enrolment Ratio	Above average by 1 standard deviations and growing by 1.8 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.93	1.00	1.00	0.91	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.1	2.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	75%	67%
	Primary Dropout Rate	0.4%	3.1%

Shadow Education	No data available
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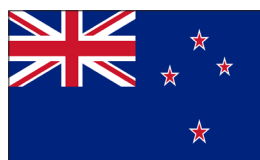
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.05% ▲	25.53% ▲	87%	61%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.09 ▲	Funding (% GDP)	3.44 ▲	Funding (% GDP)	1.22 ▲		
Teacher-Student Ratio	32	Teacher-Student Ratio	28	Teacher-Student Ratio	42	Teacher-Student Ratio	24
Trained Teachers	96%	Trained Teachers	100%	Trained Teachers	77%	Trained Teachers	96%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NEW ZEALAND

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
4,470,000	16%	2.1	\$31,000	36.20	0.91 (Very High)

Pre-Primary

95 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.6 standard deviations and growing by 0.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
71	1.91	School Life Expectancy	Below average by 12.3 standard deviations and has little recorded momentum

Primary

99	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 65% decrease between 2000 and 2015, falling by 160 children per year
-65%	6.05	School Life Expectancy	Below average by 6.2 standard deviations and has little recorded momentum

Lower Secondary

99	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 153% increase between 2000 and 2015, growing by 50 children per year
153%	8.65 ▲	School Life Expectancy	Above average by 4.2 standard deviations and growing by 0.01 per year

Upper Secondary

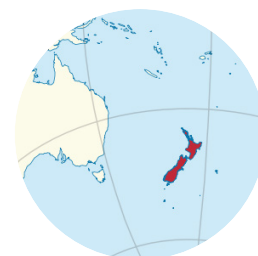
99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.6 standard deviations and growing by 1.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.6 standard deviations and growing by 0.4 per year
17.50% ▲	124 ▲	Gross Enrolment Ratio	Above average by 4.8 standard deviations and growing by 1.2 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	Convention on the Rights of Persons with Disabilities and Optional Protocol	Signed the Convention	✓		
		Ratified the Convention	X		
		Signed the Protocol	✓		
		Ratified the Protocol	X		
Gender Parity Index	Pre-Primary	Primary	Lower Secondary	Upper Secondary	2015 Est.
	1.06	0.87	0.69	1.01	
Urban-Rural	Primary Dropout Rate	Urban	Rural		
		2.3	4.6		
Income	Students with 1 Year ECCE	Top 20%	Bottom 20%		
		60%	37%		
	Primary Dropout Rate	1.9%	3.8%		
Shadow Education	While no statistics are available, educators report that private tutoring is increasingly common.				

Quality

Funding (% of GDP)		Funding (% of Budget)		Youth Literacy Rate		Adult Literacy Rate		Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.76% ▲		19.54% ▲		27%		18%		Math	15.5% ‡	Math	4.5% ‡
2015 Est.				2015 Est.				Science	12% ‡	Science	7% ‡
								Reading	8% ‡	Reading	14% ‡
Pre-Primary		Primary		Lower Secondary		Upper Secondary					
Funding (% GDP)	0.60 ▼	Funding (% GDP)	2.68 ▲	Funding (% GDP)	1.19 ▲						
Teacher-Student Ratio	36	Teacher-Student Ratio	38	Teacher-Student Ratio	37	Teacher-Student Ratio 25					
Trained Teachers	89%	Trained Teachers	100%	Trained Teachers	7%	Trained Teachers 26%					

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



NIGERIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
173,620,000	22%	6	\$1,400	48.80	0.5 (Low)

Pre-Primary

57 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.9 standard deviations and has little recorded momentum
72	0.57 ▲	School Life Expectancy	Average and growing by 0.02 per year

Primary

67 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Below average by 0.3 standard deviations and growing by 0.8 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 27% increase between 2000 & 2015, growing by 124590 children per year
+27%	5.07	School Life Expectancy	Below average by 1.2 standard deviations and has little recorded momentum

Lower Secondary

70	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.91 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.01 per year

Upper Secondary

76	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and has little recorded momentum
13.71%	48 ▲	Gross Enrolment Ratio	Above average by 0.5 standard deviations and growing by 2 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.76	1.04	1.22	1.25	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.0	1.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	86%	38%
	Primary Dropout Rate	0.8%	2.1%

Shadow Education	A 2014 publication referred to a “private tutoring boom”, indicating that both formal and informal tutoring were increasingly visible.
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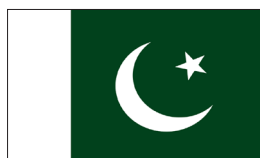
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.28% ▼	12.42% ▼	89%	85%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.82 ▲	Funding (% GDP)	1.46 ▲	Funding (% GDP)	1.29 ▼		
Teacher-Student Ratio	18	Teacher-Student Ratio	21	Teacher-Student Ratio	17	Teacher-Student Ratio	14
Trained Teachers	100%	Trained Teachers	99%	Trained Teachers	76%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



PAKISTAN

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
182,140,000	11%	3.3	\$900	30.00	0.54 (Low)

Pre-Primary

60 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 1.6 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.8 standard deviations and growing by 0.5 per year
99 ▲	1.94	School Life Expectancy	Above average by 1.2 standard deviations and has little recorded momentum

Primary

80 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 1.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 56% decrease between 2000 & 2015, falling by 327260 children per year
-56%	5.16 ▲	School Life Expectancy	Below average by 1.1 standard deviations and growing by 0.1 per year

Lower Secondary

48 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and growing by 0.5% per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 20% decrease between 2000 and 2015, falling by 108k children per year
-20%	2.97 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 3% per year

Upper Secondary

31 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.6 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and falling by 0.2 per year
4.88% ▼	43 ▲	Gross Enrolment Ratio	Above average by 0.3 standard deviations and growing by 1.2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.95	0.94	0.83	0.66	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.0	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	58%	43%
	Primary Dropout Rate	2.1%	3.6%

Shadow Education	A 2013 national survey found that in 13 urban centres 44.8% of students in Grade 1 in private schools received supplementary private tutoring, with the proportion rising to 49.7% in Grade 10.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
2.58% ▼	11.85% ▼	75%	59%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.66 ▼	Funding (% GDP)	1.59 ▲	Funding (% GDP)	1.89 ▲		
Teacher-Student Ratio	17	Teacher-Student Ratio	44	Teacher-Student Ratio	20	Teacher-Student Ratio	21
Trained Teachers	71%	Trained Teachers	86%	Trained Teachers	74%	Trained Teachers	79%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



PAPUA NEW GUINEA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
7,320,000	N/A	3.8	\$1,200	50.88	0.49 (Low)

Pre-Primary

59 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.5 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
77	1.10 ▲	School Life Expectancy	Above average by 0.4 standard deviations and growing by 0.03 per year

Primary

92 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2 standard deviations and growing by 1.7 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 143% increase between 2000 & 2015, growing by 7870 children per year
+143%	6.97 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.56 per year

Lower Secondary

72	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.45 ▲	School Life Expectancy	Above average by 1.6 standard deviations and growing by 0.01 per year

Upper Secondary

70	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and has little recorded momentum
4.79%	81	Gross Enrolment Ratio	Above average by 1.7 standard deviations and has little recorded momentum

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.92	0.94	1.02	1.08	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	3.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	38%
	Primary Dropout Rate	1.5%	3.0%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.40% ▲	16.56% ▲	72%	64%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.08 ▼	Funding (% GDP) 1.67 ▲	Funding (% GDP) 1.71 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 47	Teacher-Student Ratio 16	Teacher-Student Ratio 13
Trained Teachers 66%	Trained Teachers 84%	Trained Teachers 78%	Trained Teachers 75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



RWANDA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
11,780,000	23%	4.6	\$500	50.80	0.51 (Low)

Pre-Primary

8 ▼ Grade 1 Entrants With ECCE Experience (%) N/A	Net Enrolment Rate <i>2015 Est.</i>		Net Enrolment Rate Below average by 0.1 standard deviations and falling by 0.8 per year
	School Life Expectancy 0.04 ▼		ECCE Experience Insufficient data available
			School Life Expectancy Below average by 0.5 standard deviations and falling by 0.06 per year

Primary

99 ▲ Out-Of-School Children Change (2000-2015) -82%	Adjusted Net Enrolment Rate <i>2015 Est.</i>		Adjusted Net Enrolment Rate Above average by 2.7 standard deviations and growing by 1.1 per year
	School Life Expectancy (years) 8.12 ▲		Out-Of-School Children An estimated 82% decrease between 2000 and 2015, falling by 11100 children per year
			School Life Expectancy Above average by 0.9 standard deviations and growing by 0.19 per year

Lower Secondary

74 ▲ Out-Of-School Children Change (2000-2015) N/A	Adjusted Net Enrolment Rate <i>2015 Est.</i>		Adjusted Net Enrolment Rate Above average by 2 standard deviations and has little recorded momentum
	School Life Expectancy (years) 2.26 ▲		Out-Of-School Children Insufficient data available
			School Life Expectancy Below average by 0.2 standard deviations and growing by 0.05 per year

Upper Secondary

75 Youth Unemployment 0.70% ▲	Adjusted Net Enrolment Rate <i>2015 Est.</i>		Adjusted Net Enrolment Rate Above average by 2.2 standard deviations and has little recorded momentum
	Gross Enrolment Ratio 37.61 ▲		Youth Unemployment Below average by 1 standard deviations and has little recorded momentum
			Gross Enrolment Ratio Above average by 0.1 standard deviations and growing by 2.1 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.09	1.05	0.78	0.62	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	4.5	4.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	32%	12%
	Primary Dropout Rate	4.4%	4.0%

Shadow Education	<i>Private tutoring, or coaching, is common and imposes significant costs on some families. Interviewees indicated that some parts of the curriculum were only covered during coaching sessions.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.78% ▲	16.54% ▲	77%	66%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.62 ▲	Funding (% GDP)	1.57 ▼	Funding (% GDP)	2.09 ▲		
Teacher-Student Ratio	41	Teacher-Student Ratio	69	Teacher-Student Ratio	17	Teacher-Student Ratio	15
Trained Teachers	70%	Trained Teachers	100%	Trained Teachers	76%	Trained Teachers	73%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SAMOA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
190,000	24%	4.2	\$3,000	N/A	0.69 (Medium)

Pre-Primary

19 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.9 standard deviations and falling by 1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
72	0.68 ▼	School Life Expectancy	Below average by 0.7 standard deviations and falling by 0.05 per year

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 87% decrease between 2000 and 2015, falling by 140 children per year
-87%	6.77 ▲	School Life Expectancy	Above average by 0.3 standard deviations and growing by 0.03 per year

Lower Secondary

72 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 92% decrease between 2000 and 2015, falling by 20 children per year
-92%	6.27 ▲	School Life Expectancy	Above average by 1.3 standard deviations and growing by 0.02 per year

Upper Secondary

88 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and growing by 1.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.2 standard deviations and falling by 0.2 per year
17.02% ▼	89.28 ▲	Gross Enrolment Ratio	Above average by 1.2 standard deviations and growing by 0.6 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.01	0.99	1.00	1.16	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.2	2.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	93%	74%
	Primary Dropout Rate	0.0%	1.5%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.05% ▲	10.84% ▼	91%	82%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▲	Funding (% GDP)	2.16 ▼	Funding (% GDP)	1.12 ▼		
Teacher-Student Ratio	11	Teacher-Student Ratio	15	Teacher-Student Ratio	8	Teacher-Student Ratio	8
Trained Teachers	46%	Trained Teachers	36%	Trained Teachers	21%	Trained Teachers	19%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SEYCHELLES

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
90,000	15%	2.4	\$16,000	65.80	0.76 (High)

Pre-Primary

99 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.6 standard deviations and growing by 1.3 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and has little recorded momentum
99	2.15 ▲	School Life Expectancy	Above average by 0.4 standard deviations and growing by 0.02 per year

Primary

95 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 47% decrease between 2000 and 2015, falling by 20 children per year
-47%	6.34	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Lower Secondary

93 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 0.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 10% decrease between 2000 and 2015, falling by 0.3 children per year
-10%	5.31 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.01 per year

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and falling by 0.5 per year
18.42% ▼	107 ▲	Gross Enrolment Ratio	Above average by 0.7 standard deviations and growing by 0.2 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	1.00	1.00	1.18	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.8	2.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	41%
	Primary Dropout Rate	1.6%	3.8%

Shadow Education	SACMEQ data indicated that 11.6% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.39% ▲	11.24% ▼	99%	99%	Math	17.8% †	Math	1.3% †
				Science	N/A	Science	N/A
				Reading	11.7% †	Reading	16.2% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.01 ▼	Funding (% GDP) 1.83 ▲	Funding (% GDP) 1.73 ▼	
Teacher-Student Ratio 8	Teacher-Student Ratio 19	Teacher-Student Ratio 5	Teacher-Student Ratio 10
Trained Teachers 69%	Trained Teachers 85%	Trained Teachers 78%	Trained Teachers 77%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SIERRA LEONE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
6,090,000	16%	4.8	\$500	35.40	0.37 (Low)

Pre-Primary

10 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Average and growing by 0.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	0.07 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.03 per year

Primary

94 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	8.87 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.3 per year

Lower Secondary

77 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.97 ▲	School Life Expectancy	Above average by 1.8 standard deviations and growing by 0.02 per year

Upper Secondary

68 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.6 standard deviations and has little recorded momentum
5.10%	86.49	Gross Enrolment Ratio	Above average by 1.9 standard deviations and has little recorded momentum

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.00	0.98	1.01	1.01	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.3	1.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	59%	42%
	Primary Dropout Rate	1.2%	2.0%

Shadow Education	<i>A report found a significant number of parents with primary-aged children paid for private tutoring. In some cases this was because of “the flimsy reason of the need to complete their syllabus in time”.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
11.69% ▲	8.39% ▲	90%	80%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.79 ▼	Funding (% GDP)	1.79 ▲	Funding (% GDP)	1.60 ▼		
Teacher-Student Ratio	22	Teacher-Student Ratio	26	Teacher-Student Ratio	18	Teacher-Student Ratio	15
Trained Teachers	57%	Trained Teachers	48%	Trained Teachers	73%	Trained Teachers	75%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SINGAPORE

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
5,400,000	N/A	1.3	\$44,000	42.50	0.9 (Very High)

Pre-Primary

60	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.4 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.5 standard deviations and has little recorded momentum
70	1.47	School Life Expectancy	Below average by 12.8 standard deviations and has little recorded momentum

Primary

95	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.6 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	6.92	School Life Expectancy	Below average by 5.7 standard deviations and has little recorded momentum

Lower Secondary

71	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	4.98 ▲	School Life Expectancy	Above average by 2.1 standard deviations and growing by 0.03 per year

Upper Secondary

71	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and falling by 0.1 per year
10.02% ▼	81.43	Gross Enrolment Ratio	Above average by 3 standard deviations and has little recorded momentum

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.86	0.95	1.14	1.12	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	3.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	31%	0.0%
	Primary Dropout Rate	1.2%	9.5%

Shadow Education	A 2008 newspaper report stated that 97% of students polled at the primary, middle, and senior secondary levels were receiving tutoring.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
5.77% ▲	12.37% ▲	88%	84%	Math 1% ‡ Science 3.5% ‡ Reading 3% ‡	Math 45.5% ‡ Science 36.5% ‡ Reading 24% ‡
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.16 ▼	Funding (% GDP) 2.57 ▲	Funding (% GDP) 1.62 ▲	
Teacher-Student Ratio 18	Teacher-Student Ratio 21	Teacher-Student Ratio 14	Teacher-Student Ratio 15
Trained Teachers 71%	Trained Teachers 84%	Trained Teachers 77%	Trained Teachers 76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SOLOMON ISLANDS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
560,000	15%	4.1	\$1,300	N/A	0.49 (Low)

Pre-Primary

20 ▼ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 2.7 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Insufficient data available
N/A	1.23 ▼	School Life Expectancy	Above average by 0.6 standard deviations and falling by 0.03 per year

Primary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 2.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 66% decrease between 2000 and 2015, falling by 970 children per year
-66%	8.87 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.26 per year

Lower Secondary

28 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 442% increase between 2000 and 2015, growing by 900 children per year
+442%	4.00 ▲	School Life Expectancy	Above average by 0.7 standard deviations and growing by 0.02 per year

Upper Secondary

59 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 1.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and falling by 0.1 per year
10.48% ▼	55 ▲	Gross Enrolment Ratio	Above average by 0.7 standard deviations and growing by 2.1 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.99	1.00	1.03	0.79	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	0.8	2.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	65%	45%
	Primary Dropout Rate	0.9%	3.7%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.50% ▼	9.71% ▲	99%	91%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.06 ▲	Funding (% GDP) 0.26 ▼	Funding (% GDP) 1.39 ▲	
Teacher-Student Ratio 17	Teacher-Student Ratio 23	Teacher-Student Ratio 15	Teacher-Student Ratio 19
Trained Teachers 71%	Trained Teachers 84%	Trained Teachers 80%	Trained Teachers 71%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SOUTH AFRICA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
52,980,000	17%	2.4	\$7,000	63.10	0.66 (Medium)

Pre-Primary

28 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 0.3 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
73	0.84 ▲	School Life Expectancy	Below average by 0.5 standard deviations and growing by 0.05 per year

Primary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 22% increase between 2000 & 2015, growing by 5730 children per year
22%	7.19 ▼	School Life Expectancy	Above average by 0.5 standard deviations and falling by 0.04 per year

Lower Secondary

78 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.2 standard deviations and growing by 1.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 99% decrease between 2000 and 2015, falling by 12800 children per year
-99%	5.07 ▲	School Life Expectancy	Above average by 0.4 standard deviations and growing by 0.02 per year

Upper Secondary

80 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.5 standard deviations and growing by 1.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 3.5 standard deviations and growing by 0.3 per year
49.36% ▲	103 ▲	Gross Enrolment Ratio	Above average by 2 standard deviations and growing by 1.6 per year

Above Average

Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.01	1.01	0.99	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.1	2.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	40%
	Primary Dropout Rate	1.2%	4.6%

Shadow Education	SACMEQ data indicated that 4.0% of Grade 6 pupils were receiving paid tutoring in 2007. One author remarked that South Africa appeared to have received “a sudden deluge of supplementary tuition”.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.40% ▼	10.24% ▼	90%	86%	Math	40.2% †	Math	0.6% †
				Science	N/A	Science	N/A
				Reading	27.2% †	Reading	6.6% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.00 ▲	Funding (% GDP)	1.86 ▼	Funding (% GDP)	1.37 ▲		
Teacher-Student Ratio	30	Teacher-Student Ratio	13	Teacher-Student Ratio	10	Teacher-Student Ratio	8
Trained Teachers	75%	Trained Teachers	66%	Trained Teachers	57%	Trained Teachers	55%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SRI LANKA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
20,480,000	15%	2.4	\$2,400	36.40	0.75 (High)

Pre-Primary

56	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.1 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and growing by 3 per year
99	0.41 ▼	School Life Expectancy	Below average by 1.5 standard deviations and falling by 0.11 per year

Primary

91 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.5 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 2440% increase between 2000 & 2015, growing by 10070 children per year
2440%	4.70 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.01 per year

Lower Secondary

90 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 159% increase between 2000 & 2015, growing by 4700 children per year
159%	8.20 ▲	School Life Expectancy	Above average by 1.4 standard deviations and growing by 0.07 per year

Upper Secondary

89 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 2.3 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.1 standard deviations and falling by 0.2 per year
15.55% ▼	103 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1.1 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.94	0.99	1.01	1.06	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.0	2.4

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	36%
	Primary Dropout Rate	1.0%	3.2%

Shadow Education	A 2011 publication indicated that 92.4% of 2,578 students in Grade 10 and 98.0% of 884 students in Grade 12 were receiving tutoring.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.54% ▼	7.74% ▼	86%	80%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.02 ▲	Funding (% GDP)	1.43 ▼	Funding (% GDP)	2.00 ▲		
Teacher-Student Ratio	4	Teacher-Student Ratio	15	Teacher-Student Ratio	13	Teacher-Student Ratio	7
Trained Teachers	70%	Trained Teachers	90%	Trained Teachers	58%	Trained Teachers	53%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ST. KITTS AND NEVIS

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
50,000	21%	N/A	\$12,000	N/A	0.75 (High)

Pre-Primary

59 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.2 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.4 standard deviations and falling by 0.3 per year
99 ▼	1.55 ▼	School Life Expectancy	Below average by 0.3 standard deviations and falling by 0.03 per year

Primary

82 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.1 standard deviations and growing by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 580% increase between 2000 and 2015, growing by 70 children per year
580%	6.01 ▼	School Life Expectancy	Above average by 0.3 standard deviations and falling by 0.12 per year

Lower Secondary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 39% decrease between 2000 and 2015, falling by 2 children per year
-39%	4.91 ▼	School Life Expectancy	Below average by 0.4 standard deviations and falling by 0.02 per year

Upper Secondary

96 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 1.4 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Average and falling by 0.5 per year
17.29% ▼	98.32 ▼	Gross Enrolment Ratio	Above average by 0.4 standard deviations and falling by 0.9 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.22	0.99	1.08	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.3	3.3

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	45%
	Primary Dropout Rate	1.2%	3.2%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.03% ▼	9.25% ▼	92%	79%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.10 ▼	Funding (% GDP)	1.55 ▼	Funding (% GDP)	1.52 ▲		
Teacher-Student Ratio	7	Teacher-Student Ratio	7	Teacher-Student Ratio	10	Teacher-Student Ratio	15
Trained Teachers	70%	Trained Teachers	88%	Trained Teachers	74%	Trained Teachers	75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ST. LUCIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
180,000	16%	1.9	\$6,200	42.58	0.71 (High)

Pre-Primary

43 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Below average by 0.3 standard deviations and falling by 1.2 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Below average by 0.4 standard deviations and falling by 3 per year
25 ▼	1.20 ▼	School Life Expectancy	Below average by 0.6 standard deviations and falling by 0.02 per year

Primary

84 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and falling by 1.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 426% increase between 2000 and 2015, growing by 180 children per year
+426%	6.12 ▼	School Life Expectancy	Above average by 0.4 standard deviations and falling by 0.11 per year

Lower Secondary

94 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.9 standard deviations and growing by 1.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 93% decrease between 2000 and 2015, falling by 100 children per year
-93%	5.12 ▲	School Life Expectancy	Below average by 0.3 standard deviations and growing by 0.01 per year

Upper Secondary

90 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.7 standard deviations and growing by 2.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.1 standard deviations and falling by 0.1 per year
18.75% ▼	103 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and growing by 1 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.20	1.03	1.19	0.99	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	3.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	0.0%	7.3%
	Primary Dropout Rate	0.8%	3.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
13.77% ▲	30.84% ▲	65%	54%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.03 ▼	Funding (% GDP)	1.76 ▲	Funding (% GDP)	1.55 ▲		
Teacher-Student Ratio	17	Teacher-Student Ratio	27	Teacher-Student Ratio	21	Teacher-Student Ratio	16
Trained Teachers	38	Trained Teachers	81%	Trained Teachers	25%	Trained Teachers	76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ST. VINCENT AND THE GRENADINES

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
110,000	21%	2	\$6,400	N/A	0.72 (High)

Pre-Primary

54	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Average and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.5 standard deviations and falling by 3.6 per year
61	1.33 ▼	School Life Expectancy	Below average by 0.5 standard deviations and falling by 0.05 per year

Primary

98 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 16% increase between 2000 and 2015, growing by 0 children per year
+16%	6.89 ▼	School Life Expectancy	Above average by 0.8 standard deviations and falling by 0.1 per year

Lower Secondary

100 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 96% decrease between 2000 and 2015, falling by 100 children per year
-96%	5.83 ▲	School Life Expectancy	Above average by 0.1 standard deviations and growing by 0.03 per year

Upper Secondary

92 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and growing by 0.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.2 standard deviations and falling by 0.1 per year
19.77% ▼	116 ▲	Gross Enrolment Ratio	Above average by 1.1 standard deviations and growing by 0.7 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.16	1.12	0.89	1.02	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.3	2.7

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	46%	2.7%
	Primary Dropout Rate	1.5%	2.6%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
7.10% ▲	23.12% ▲	74%	68%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.86 ▲	Funding (% GDP)	2.48 ▲	Funding (% GDP)	2.17 ▲		
Teacher-Student Ratio	28	Teacher-Student Ratio	25	Teacher-Student Ratio	36	Teacher-Student Ratio	38
Trained Teachers	9%	Trained Teachers	38%	Trained Teachers	75%	Trained Teachers	72%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



SWAZILAND

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,250,000	17%	3.4	\$2,600	51.50	0.53 (Low)

Pre-Primary

23 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 0.4 standard deviations and growing by 1.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2 standard deviations and has little recorded momentum
60 ▲	0.85 ▲	School Life Expectancy	Above average by 0.2 standard deviations and growing by 0.04 per year

Primary

95 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 2.2 standard deviations and growing by 1.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 74% decrease between 2000 and 2015, falling by 3080 children per year
-74%	8.55 ▲	School Life Expectancy	Above average by 1.2 standard deviations and growing by 0.14 per year

Lower Secondary

20 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Average and falling by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 49% increase between 2000 and 2015, growing by 900 children per year
+49%	3.18 ▲	School Life Expectancy	Above average by 0.3 standard deviations and growing by 0.02 per year

Upper Secondary

52 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.3 standard deviations and growing by 0.8 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 2.6 standard deviations and has little recorded momentum
42%	64 ▲	Gross Enrolment Ratio	Above average by 1.1 standard deviations and growing by 1.6 per year

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.57	1.02	1.32	1.16	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.7	3.0

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	92%	46%
	Primary Dropout Rate	1.9%	2.9%

Shadow Education	SACMEQ data indicated that 1.1% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
8.91% ▲	21.15% ▲	94%	84%	Math	8.6% †	Math	0.3% †
				Science	N/A	Science	N/A
				Reading	1.5% †	Reading	1.8% †
2015 Est.		2015 Est.					

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.16 ▲	Funding (% GDP) 4.20 ▲	Funding (% GDP) 3.32 ▲	
Teacher-Student Ratio 19	Teacher-Student Ratio 31	Teacher-Student Ratio 18	Teacher-Student Ratio 16
Trained Teachers 25	Trained Teachers 73%	Trained Teachers 74%	Trained Teachers 72%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



UNITED REPUBLIC OF TANZANIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
49,250,000	18%	5.3	\$600	37.60	0.49 (Low)

Pre-Primary

46 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 1.2 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2 standard deviations and has little recorded momentum
75 ▼	0.39 ▲	School Life Expectancy	Below average by 0.2 standard deviations and growing by 0.01 per year

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.7 standard deviations and growing by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 97% decrease between 2000 & 2015, falling by 195660 children per year
-97%	8.59 ▲	School Life Expectancy	Above average by 1.2 standard deviations and growing by 0.03 per year

Lower Secondary

75 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 2.9 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.38 ▲	School Life Expectancy	Below average by 0.1 standard deviations and growing by 0.02 per year

Upper Secondary

73 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.1 standard deviations and growing by 5.1 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.7 standard deviations and has little recorded momentum
4.24%	40 ▲	Gross Enrolment Ratio	Above average by 0.2 standard deviations and growing by 1.7 per year

Above Average Below Average

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>	
Gender Parity Index	1.03	1.00	1.01	0.96	2015 Est.

		<i>Urban</i>	<i>Rural</i>
Urban-Rural	Primary Dropout Rate	5.9	5.2

		<i>Top 20%</i>	<i>Bottom 20%</i>
Income	Students with 1 Year ECCE	61%	40%
	Primary Dropout Rate	1.4%	2.9%

Shadow Education	SACMEQ data indicated that 14.3% of Grade 6 pupils in Mainland Tanzania and 11.4% in Zanzibar were receiving paid tutoring in 2007.
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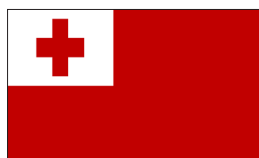
Quality

<i>Funding (% of GDP)</i>	<i>Funding (% of Budget)</i>	<i>Youth Literacy Rate</i>	<i>Adult Literacy Rate</i>	<i>Learning (Students at Lowest Benchmark)</i>	<i>Learning (Students at Highest Benchmark)</i>
6.50% ▲	13.45% ▲	90%	82%	Math 13.3% †	Math 1% †
2015 Est.		2015 Est.		Science N/A	Science N/A
				Reading 3.5% †	Reading 6.2% †

<i>Pre-Primary</i>	<i>Primary</i>	<i>Lower Secondary</i>	<i>Upper Secondary</i>
Funding (% GDP) 1.04 ▲	Funding (% GDP) 2.20 ▲	Funding (% GDP) 3.04 ▲	
Teacher-Student Ratio 16	Teacher-Student Ratio 18	Teacher-Student Ratio 15	Teacher-Student Ratio 13
Trained Teachers 70%	Trained Teachers 84%	Trained Teachers 78%	Trained Teachers 75%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



TONGA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
110,000	22%	3.8	\$2,700	37.00	0.71 (High)

Pre-Primary

23 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Below average by 1 standard deviations and growing by 0.1 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.9 standard deviations and has little recorded momentum
77	0.67 ▲	School Life Expectancy	Below average by 1.2 standard deviations and growing by 0.02 per year

Primary

93 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and falling by 0.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 171% increase between 2000 and 2015, growing by 50 children per year
+171%	6.43	School Life Expectancy	Above average by 0.5 standard deviations and has little recorded momentum

Lower Secondary

100 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 2.3 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 151% increase between 2000 and 2015, growing by 100 children per year
+151%	6.12 ▼	School Life Expectancy	Above average by 0.3 standard deviations and has little recorded momentum

Upper Secondary

99 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 0.5 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Average and has little recorded momentum
16.84%	102 ▲	Gross Enrolment Ratio	Above average by 0.6 standard deviations and falling by 0.3 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.97	0.96	0.86	1.07	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	2.3	3.2

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	58%	41%
	Primary Dropout Rate	2.4%	4.3%

Shadow Education	<i>A 2014 workshop of school administrators made a ball-park estimate that 40% of senior secondary students received private tutoring.</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
4.29% ▲	14.39% ▲	87%	83%	Math	N/A	Math	N/A
2015 Est.		2015 Est.		Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.83 ▼	Funding (% GDP) 0.94 ▲	Funding (% GDP) 0.96 ▲	
Teacher-Student Ratio 22	Teacher-Student Ratio 6	Teacher-Student Ratio 18	Teacher-Student Ratio 16
Trained Teachers 69%	Trained Teachers 84%	Trained Teachers 75%	Trained Teachers 81%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



TRINIDAD AND TOBAGO

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
1,340,000	8%	1.8	\$18,000	40.27	0.8 (High)

Pre-Primary

98 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.6 standard deviations and growing by 2.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.2 standard deviations and growing by 1.7 per year
90 ▲	2.72 ▲	School Life Expectancy	Above average by 1 standard deviations and growing by 0.16 per year

Primary

97 ▼ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 19% decrease between 2000 and 2015, falling by 30 children per year
-19%	7.51 ▲	School Life Expectancy	Above average by 1.1 standard deviations and growing by 0.02 per year

Lower Secondary

73 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.2 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	4.49 ▲	School Life Expectancy	Below average by 0.6 standard deviations and growing by 0.08 per year

Upper Secondary

74 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.2 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.7 standard deviations and falling by 0.2 per year
7.93% ▼	87	Gross Enrolment Ratio	Average and has little recorded momentum

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	X
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.64	0.87	1.04	1.00	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.7	2.6

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	62%	46%
	Primary Dropout Rate	1.2%	3.9%

Shadow Education	A 2012 study of children in primary schools found that 88.2% in Standard 5 children received private supplementary tutoring.
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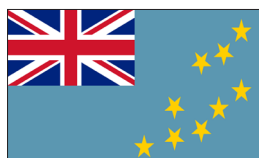
Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
1.90% ▼	8.25% ▼	99%	99%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 1.07 ▼	Funding (% GDP) 0.93 ▼	Funding (% GDP) 1.67 ▲	
Teacher-Student Ratio 10	Teacher-Student Ratio 25	Teacher-Student Ratio 17	Teacher-Student Ratio 16
Trained Teachers 67%	Trained Teachers 83%	Trained Teachers 77%	Trained Teachers 72%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



TUVALU

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
10,000	19%	N/A	\$3,000	N/A	N/A

Pre-Primary

69 ▼	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.7 standard deviations and falling by 2 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 0.9 standard deviations and has little recorded momentum
70	3.19 ▲	School Life Expectancy	Above average by 1.9 standard deviations and growing by 0.02 per year

Primary

93	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.62 ▼	School Life Expectancy	Above average by 0.9 standard deviations and falling by 0.02 per year

Lower Secondary

68	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.10 ▼	School Life Expectancy	Above average by 1 standard deviations and growing by 0.01 per year

Upper Secondary

70	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.9 standard deviations and falling by 0.2 per year
16.15% ▼	81	Gross Enrolment Ratio	Above average by 1 standard deviations and has little recorded momentum

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	X
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.88	1.12	0.91	1.14	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.8	0.8

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	61%	44%
	Primary Dropout Rate	1.6%	1.1%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.99% ▼	15.93% ▲	90%	83%	Math	N/A	Math	N/A
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
(% GDP)	0.76 ▲	(% GDP)	1.96 ▲	(% GDP)	1.74 ▲		
Teacher-Student Ratio	6	Teacher-Student Ratio	8	Teacher-Student Ratio	9	Teacher-Student Ratio	11
Trained Teachers	98%	Trained Teachers	99%	Trained Teachers	100%	Trained Teachers	100%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



UGANDA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
37,580,000	N/A	3.4	\$2,300	58.00	0.62 (Medium)

Pre-Primary

20 ▲	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 2.4 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.1 standard deviations and has little recorded momentum
N/A	.5 ▲	School Life Expectancy	Below average by 0.1 standard deviations and growing by 0.03 per year

Primary

89 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.7 standard deviations and falling by 0.2 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 140% increase between 2000 & 2015, growing by 33740 children per year
140%	7.9 ▼	School Life Expectancy	Above average by 0.7 standard deviations and falling by 0.17 per year

Lower Secondary

20	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Average and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	2.1 ▲	School Life Expectancy	Below average by 0.3 standard deviations and growing by 0.01 per year

Upper Secondary

28 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.3 standard deviations and growing by 0.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Below average by 0.4 standard deviations and growing by 0.2 per year
7.1 ▲	33.4 ▲	Gross Enrolment Ratio	Below average by 0.1 standard deviations and growing by 0.9 per year

Above Average

Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

	1 ≥ Standard Deviations	
	.7 Standard Deviations	
	.4 Standard Deviations	
	.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.04	1.03	.99	1.03	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	3.5

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	43%
	Primary Dropout Rate	1.7%	3.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
3.2% ▼	13.8 ▼	92%	77%	Math	38.7% †	Math	0% †
				Science	N/A	Science	N/A
				Reading	20.4% †	Reading	0.5% †
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	0.89 ▲	Funding (% GDP)	1% ▲	Funding (% GDP)	0.72		
Teacher-Student Ratio	23	Teacher-Student Ratio	21	Teacher-Student Ratio	11	Teacher-Student Ratio	27
Trained Teachers	72%	Trained Teachers	83%	Trained Teachers	79%	Trained Teachers	76%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



UNITED KINGDOM

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
64,100,000	13%	1.9	\$42,000	36.00	0.89 (Very High)

Pre-Primary

76	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 0.1 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 1.6 standard deviations and has little recorded momentum
74	1.65 ▲	School Life Expectancy	Below average by 12.6 standard deviations and growing by 0.04 per year

Primary

99 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and falling by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 918% increase between 2000 & 2015, growing by 1380 children per year
+918%	6.61 ▲	School Life Expectancy	Below average by 5.8 standard deviations and growing by 0.03 per year

Lower Secondary

95 ▼	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and falling by 0.4 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 221% increase between 2000 & 2015, growing by 1300 children per year
+221%	6.90 ▼	School Life Expectancy	Above average by 3.2 standard deviations and falling by 0.01 per year

Upper Secondary

96 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 2.5 standard deviations and growing by 0.6 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.9 standard deviations and growing by 0.5 per year
21.30% ▲	99 ▼	Gross Enrolment Ratio	Above average by 3.7 standard deviations and falling by 0.1 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.99	0.93	0.91	1.04	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.4	2.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	46%
	Primary Dropout Rate	1.3%	4.0%

Shadow Education	<i>In 2014, 23% of young people reported receiving private tutoring. There was a gap of 24 percentage points between the most and least affluent families (Sutton Trust, 2014).</i>
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)		Learning (Students at Highest Benchmark)	
5.41% ▼	15.82% ▼	90%	83%	Math	21.8% #	Math	11.8% #
				Science	N/A	Science	N/A
				Reading	N/A	Reading	N/A
2015 Est.		2015 Est.					

Pre-Primary		Primary		Lower Secondary		Upper Secondary	
Funding (% GDP)	1.07 ▲	Funding (% GDP)	1.73 ▲	Funding (% GDP)	1.25 ▲		
Teacher-Student Ratio	18	Teacher-Student Ratio	17	Teacher-Student Ratio	15	Teacher-Student Ratio	10
Trained Teachers	100%	Trained Teachers	100%	Trained Teachers	99%	Trained Teachers	98%

“Averages” are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



VANUATU

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
250,000	N/A	3.4	\$2,300	58.00	0.62 (Medium)

Pre-Primary

57 ▲ Net Enrolment Rate 2015 Est.		Net Enrolment Rate	Above average by 1.7 standard deviations and growing by 1.9 per year
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Above average by 2.7 standard deviations and growing by 4.7 per year
99 ▲	2.47 ▲	School Life Expectancy	Above average by 2 standard deviations and growing by 0.08 per year

Primary

99 Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 0.4 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 40% increase between 2000 and 2015, growing by 10 children per year
+40%	6.88 ▼	School Life Expectancy	Above average by 0.3 standard deviations and falling by 0.02 per year

Lower Secondary

52 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Below average by 0.2 standard deviations and growing by 0.1 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 68% decrease between 2000 and 2015, falling by 100 children per year
-68%	5.18 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.04 per year

Upper Secondary

72 ▲ Adjusted Net Enrolment Rate 2015 Est.		Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and growing by 4.9 per year
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 0.2 standard deviations and has little recorded momentum
17.03% ▲	71.98 ▲	Gross Enrolment Ratio	Above average by 0.2 standard deviations and growing by 2.6 per year

Above Average Below Average

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	✓
		Signed the Protocol	✓
		Ratified the Protocol	✓

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	1.05	1.03	1.14	0.98	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	1.6	3.5

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	60%	43%
	Primary Dropout Rate	1.7%	3.4%

Shadow Education	No data available
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
3.41% ▼	9.86% ▼	96%	85%		
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.98 ▲	Funding (% GDP) 3.13 ▲	Funding (% GDP) 0.74 ▼	
Teacher-Student Ratio 18	Teacher-Student Ratio 21	Teacher-Student Ratio 17	Teacher-Student Ratio 18
Trained Teachers 72%	Trained Teachers 83%	Trained Teachers 76%	Trained Teachers 74%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ



ZAMBIA

Population	School-Aged Pop	Birth Rate	GDP/pc (Constant)	Inequality (Gini)	Human Development Index
14,540,000	19%	5.7	\$1,300	57.50	0.56 (Medium)

Pre-Primary

61	Net Enrolment Rate 2015 Est.	Net Enrolment Rate	Above average by 1.9 standard deviations and has little recorded momentum
Grade 1 Entrants With ECCE Experience (%)	School Life Expectancy	ECCE Experience	Below average by 0.6 standard deviations and growing by 0.7 per year
21 ▼	1.6	School Life Expectancy	Above average by 0.7 standard deviations and has little recorded momentum

Primary

99 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.5 standard deviations and growing by 0.6 per year
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	An estimated 95% decrease between 2000 and 2015, falling by 34020 children per year
-95%	8.9 ▲	School Life Expectancy	Above average by 1.3 standard deviations and growing by 0.02 per year

Lower Secondary

70 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 0.8 standard deviations and has little recorded momentum
Out-Of-School Children Change (2000-2015)	School Life Expectancy (years)	Out-Of-School Children	Insufficient data available
N/A	5.13 ▲	School Life Expectancy	Above average by 0.5 standard deviations and growing by 0.04 per year

Upper Secondary

73 ▲	Adjusted Net Enrolment Rate 2015 Est.	Adjusted Net Enrolment Rate	Above average by 1.1 standard deviations and has little recorded momentum
Youth Unemployment	Gross Enrolment Ratio	Youth Unemployment	Above average by 1.2 standard deviations and growing by 0.1 per year
26.4 ▲	5.13	Gross Enrolment Ratio	Above average by 0.9 standard deviations and has little recorded momentum

Above Average Below Average

▲ Indicator is moving in an upward trajectory
(Based on 2008-2012 trend)

▼ Indicator is moving in a downward trajectory
(Based on 2008-2012 trend)

1 ≥ Standard Deviations	
.7 Standard Deviations	
.4 Standard Deviations	
.1 Standard Deviations	



Inequality

Disabilities	<i>Convention on the Rights of Persons with Disabilities and Optional Protocol</i>	Signed the Convention	✓
		Ratified the Convention	X
		Signed the Protocol	✓
		Ratified the Protocol	X

	Pre-Primary	Primary	Lower Secondary	Upper Secondary	
Gender Parity Index	0.80	1.03	1.05	0.83	2015 Est.

		Urban	Rural
Urban-Rural	Primary Dropout Rate	3.1	3.1

		Top 20%	Bottom 20%
Income	Students with 1 Year ECCE	41%	16%
	Primary Dropout Rate	1.7%	4.0%

Shadow Education	SACMEQ data indicated that 6.1% of Grade 6 pupils were receiving paid tutoring in 2007.
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Quality

Funding (% of GDP)	Funding (% of Budget)	Youth Literacy Rate	Adult Literacy Rate	Learning (Students at Lowest Benchmark)	Learning (Students at Highest Benchmark)
0.96% ▼	3.71% ▼	56%	49%		
2015 Est.		2015 Est.			

Pre-Primary	Primary	Lower Secondary	Upper Secondary
Funding (% GDP) 0.83 ▲	Funding (% GDP) 2.18 ▲	Funding (% GDP) 0.15 ▼	
Teacher-Student Ratio 15	Teacher-Student Ratio 56	Teacher-Student Ratio 58	Teacher-Student Ratio 17
Trained Teachers 69%	Trained Teachers 87%	Trained Teachers 70%	Trained Teachers 78%

"Averages" are calculated globally and clustered by Human Development Index levels (Very High, High, Medium, Low) using historical data to project 2015 figures.

‡ TIMSS-PIRLS
PISA
† SACMEQ

Glossary of Metrics

Adjusted Net Enrolment Rate (ANER)

- **Definition:** Total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population.
- **Purpose:** To assess the level of achievement of the Universal Primary Education (UPE) goal and to measure the actual school participation of the official primary school age population.
- **Calculation Method:** Divide the total number of students in the official primary school age range who are enrolled in primary or secondary education by the population of the same age group and multiply the result by 100.
- **Interpretation:** ANER gives more precise measure of the participation of the official primary school age population to the education system (excluding pre-primary education). It reflects the actual level of achievement of the Universal Primary Education (UPE) goal. In fact, while the Net enrolment rate (NER) shows the coverage of pupils in the official primary school age group in the primary education level only, the ANERA extends the measure to those of the official primary school age range who have reached secondary education because they might access primary education earlier than the official entrance or they might skip some grades due to their performance. Increasing ANER might mirror improving participation of children in the official primary school age, the decrease of the target population or both. A value of 100% indicates theoretically that the country has accomplished the UPE goal. However, this condition is not sufficient for UPE due to, for example, a high repetition rate, which might lead pupils to dropout after primary school age without completing primary education. The difference between ANER and ANER provides a measure of the proportion of children in the official primary age group who are enrolled in secondary education.
- **Limitations:** As other net rates, ANER is affect by the use of different reference points for age for enrolment and the population.
- **Source:** UNESCO Institute for Statistics

Birth Rate

- **Definition:** the number of live births occurring during the year, per 1,000 population estimated at midyear
- **Interpretation:** Birth rates offer a window in which to understand relative demographic pressures on an education system. A higher birth rate means education systems need to expand, which can make universalisation more difficult
- **Source:** United Nations Population Division

Dropout Rate By Grade

- **Definition:** proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.
- **Purpose:** To measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.
- **Calculation** method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).
- **Interpretation:** Ideally, the rate should approach 0%; a high dropout rate reveals problems in the internal efficiency of the educational system. By comparing rates across grades, it is possible to identify those which require greater policy emphasis.
- **Limitations:** The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially when comparing education systems.
- **Source:** UNESCO Institute for Statistics¹

Grade 1 Entrants With ECCE Experience

- **Definition:** The formal UIS term is “percentage of new entrants to Grade 1 of primary education with early childhood education experience” Total number of new entrants to Grade 1 of primary education who have attended some form of organised early childhood care and education (ECCE) programmes, expressed as a percentage of the total number of new entrants to primary education.
- **Purpose:** To assess the proportion of new entrants to Grade 1 who presumably have

1 <http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

received some preparation for primary schooling through ECCE programmes.

- **Calculation Method:** Divide the number of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme by the total number of new entrants to Grade 1 of primary education, and multiply by 100.
- **Interpretation:** A high percentage of new entrants to Grade 1 of primary education who have attended some form of organized ECCE programme indicates that a large proportion of these children have participated in organized learning activities prior to entering primary school. Progress in schooling is often associated with cognitive abilities acquired at young ages. It is commonly recognized that prior participation in ECCE programmes can play an important role in a child's future education, because they shape attitudes toward learning and develop basic social skills, but the effect of ECCE activities on children's cognitive development may vary according to the programme attended.
- **Limitations:** This indicator may give an exaggerated picture of access to ECCE programmes, since those children who have access to these programmes are also more likely to have access to primary schools.
- **Source:** UNESCO Institute for Statistics¹

Gross Enrolment Ratio (GER)

- **Definition:** Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age.
- **Purpose:** To show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to Net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.
- **Calculation Method:** Divide the number of students enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.
- **Interpretation:** A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90% for a particular level of education, the aggregate number of places for students is approaching the number required for universal access of the official age group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolment to decline in the future to free places for pupils from the expected age group.

- **Limitations:** GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc.
- **Source:** UNESCO Institute for Statistics¹

Net Enrolment Rate (NER)

- **Definition:** Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.
- **Purpose:** To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.
- **Calculation method:** Divide the number of pupils (or students) enrolled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100.
- **Interpretation:** A high NER denotes a high degree of coverage for the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving coverage at the specified level of education. When the NER is compared with the GER, the difference between the two highlights the incidence of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100%, provides a measure of the proportion of children not enrolled at the specified level of education. However, since some of these children/youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. To measure universal primary education, for example, adjusted primary NER is calculated on the basis of the percentage of children in the official primary school age range who are enrolled in either primary or secondary education. A more precise complementary indicator is the age-specific enrolment ratio (ASER) which shows the participation in education of the population of each particular age, regardless of the level of education.
- **Limitations:** For tertiary education, this indicator is not pertinent because of the difficulties in determining an appropriate age group due to the wide variations in the duration of programmes at this level of education. As regards primary and secondary education, difficulties may arise when calculating an NER that approaches 100% if:
 1. The reference date for entry to primary education does not coincide with the birth dates of all of the cohort eligible to enrol at this level of education;
 2. A significant portion of the population starts primary school earlier than the prescribed age and consequently finishes earlier as well; here is an increase in the entrance age to primary education but the duration remains unchanged.
- **Source:** UNESCO Institute for Statistics¹

Out-Of-School Children (OOS)

- **Definition:** Children in the official primary school age range who are not enrolled in either primary or secondary schools.
- **Purpose:** To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education.
- **Calculation method:** Subtract the number of primary school-age pupils enrolled in either primary or secondary school from the total population of the official primary school age range.
- **Interpretation:** The higher the number of out-of-school children, the greater the need to focus on achieving universal primary education. Some children of primary school-age who have never been in school may or may not eventually enrol as late entrants. Other children may have initially enrolled but dropped out before reaching the 'official' age of primary completion. When disaggregated by geographical location, this indicator can identify areas needing the greatest efforts. Policies can also focus efforts on priority population groups or a particular gender.
- **Limitations:** Discrepancies between enrolment and population data coming from different sources may not give the exact magnitude of out-of-school children.

Out-Of-School Children Change

- **Definition:** The percentage difference between the number of out-of-school children in a cohort between 2000 and 2015.
- **Purpose:** Despite major progress in reducing the relative numbers of children enrolled in school, as measured through enrolment rates and ratios, demographic changes mean that the absolute changes in the number out-of-school (OOS) children and youth might not be changing in the same direction or pace.
- **Calculation method:** Divide total number of OOS in a given cohort estimated in 2015 with the number estimated for 2000. 100% has been subtracted by all totals for consistency.
- **Interpretation:** In report cards, falling numbers are represented with a negative “-” sign. If there were 100 OOS in 2015 and 300 in 2000, the number shown would be -33%. If the numbers were inversed, it would be shown as 200%. While the number would have grown by 3x (300%), the number shown is that it is **added** double the number from the original 2000 estimate.
- **Limitations:** These estimates are made with partial, often fragmentary data. Data reconstruction techniques are described in Chapter 2. There is also reason to think that some of the numbers reported to UNESCO are inaccurate and all of the limitations applying to the OOS number apply here. Further, countries with small numbers of OOS can show very dramatic rises. Many Commonwealth countries, for

instance, have OOS numbers as low as a few dozen. This number might also appear to be more linear than it really is, as there might be significant fluctuations between 2000 and 2015.

- **Source:** In-house calculations based off UNESCO Institute for Statistics numbers.

Percentage Distribution of Public Current Expenditure on Education by Level

- **Definition:** Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education.
- **Purpose:** To show how financial resources for education have been distributed across the different levels or stages of education. It measures the relative emphasis of government spending on a particular level of education within the overall educational expenditure.
- **Calculation method:** Divide public current expenditure devoted to each level of education by the total public current expenditure on education, and multiply the result by 100.
- **Interpretation:** Relatively high percentage of current expenditures devoted to a specific level of education denotes the priority given to that level in national educational policy and resource allocation. When interpreting this indicator, one may also take into account the corresponding distribution of enrolment by level and then assess the relative current expenditure per student.
- **Limitations:** In some instances data on current public expenditure on education refers only to the ministry of education, excluding other ministries that spend a part of their budget on educational activities.
- **Source:** UNESCO Institute for Statistics ¹

Percentage of Trained Teachers

- **Definition:** Number of teachers who have received the minimum organized teacher training (pre-service or inservice) required for teaching at the specified level of education in the given country, expressed as a percentage of the total number of teachers at the same level of education.
- **Purpose:** To measure the proportion of teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It reveals also a country's commitment to invest in the development of its human capital involved in teaching activities.
- **Calculation Method:** Divide the number of teachers of the specified level of education who have received the minimum required teacher training by the total number of teachers at the same level of education, and multiply the result by 100.
- **Interpretation:** A high percentage of teachers certified to teach in schools implies

that a majority of the teaching force is trained and has the necessary pedagogical skills to teach and use the available instructional materials in an effective manner.

- **Limitations:** This indicator does not take into account differences in teachers' experiences and status, teaching methods, teaching materials and variations in classroom conditions -- all factors that also affect the quality of teaching/learning. It should be noted that some teachers without this formal training may have acquired equivalent pedagogical skills through professional experience.
- **Source:** UNESCO Institute for Statistics¹

Programme for International Student Assessment (PISA)

- **Definition:** The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 economies have participated in the assessment.²
- **Purpose:** The tests are designed to assess to what extent students at the end of compulsory education, can apply their knowledge to real-life situations and be equipped for full participation in society. The information collected through background questionnaires also provides context which can help analysts interpret the results.³
- **Calculation Method:** The PISA 2012 survey focused on mathematics, with reading, science and problem-solving as minor areas of assessment. For the first time, PISA 2012 also included an assessment of the financial literacy of young people, which was optional for countries and economies. PISA assesses not only whether students can reproduce knowledge, but also whether they can extrapolate from what they have learned and apply their knowledge in new situations. It emphasises the mastery of processes, the understanding of concepts, and the ability to function in various types of situations.⁴
- **Limitations:** "Duru-Bellat points out that PISA data are so attractive because, rather than assessing conformity to academic knowledge, PISA gives a concrete picture of 15-year-old students' performance in subjects or exercises that are supposed to be relevant for daily life ("life skills"). In addition to this, PISA data, even if they are imperfect and questionable, are very helpful in highlighting differences in educational outcome across countries. According to Duru-Bellat, the misuses and limitations of PISA become obvious, when PISA data are used for benchmarking and when countries are ranked as result of cross-comparative comparisons: "The core problem with benchmarking is that benchmarks are set using the most readily available data" (p. 154). Since PISA data are readily available, they are used as if there were no other relevant indicators of educational quality of an education system (e.g. equity), which is of course highly questionable. However, indicators are isolated pieces of information, which according to Duru-Bellat, are not sufficient for assessing a whole 'system'. For the comprehensive assessment of a whole education system, evaluation

2 <http://www.oecd.org/pisa/aboutpisa/>

3 <http://www.oecd.org/pisa/aboutpisa/>

4 <http://goo.gl/7rVLAe>

is far more useful than indicators, because evaluation requires “the combination of indicators and most of all, the more qualitative interpretation of their meaning” (p. 155). In her conclusion Duru-Bellat points out that her criticism, which is focused on the misuse of PISA data for benchmarking processes, should not lead us “to renounce processes that evaluate education systems based on their output” (p. 157). The student output is and remains an important factor in assessing the quality of education systems. However, according to Duru-Bellat, it needs to be supplemented by additional data: “it is important not to limit oneself to measurement of student achievement but rather to include measurements of system characteristics such as coverage, financing (public/private) and tracking (early/comprehensive tracking, types of student groups etc.)” (p. 156).⁵

- **Source:** Organisation for Economic Co-operation and Development (OECD)

Public Expenditure On Education as a Percentage of Gross National Income

- **Definition:** Total public expenditure on education (current and capital) expressed as a percentage of the Gross National Income (GNI) in a given financial year. GNI is also referred to as Gross National Product (GNP).
- **Purpose:** This indicator shows the proportion of a country’s wealth generated during a given financial year that has been spent by government authorities on education. The indicator can be also calculated based on Gross Domestic product (GDP)
- **Calculation method:** Divide total public expenditure on education in a given financial year by the GNI of the country for the corresponding year and multiply by 100
- **Interpretation:** In principle a high percentage of GNI devoted to public expenditure on education denotes a high level of attention given to investment in education by the government; and vice versa.
- **Limitations:** In some instances data on total public expenditure on education refers only to the Ministry of education, excluding other ministries that spend a part of their budget on educational activities.
- **Source:** UNESCO Institute for Statistics ¹

Public Expenditure on Education as a Percentage of Total Government Expenditure

- **Definition:** Total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.
 - **Purpose:** To assess a government’s policy emphasis on education relative to the perceived value of other public investments. It reflects also the commitment of a
- 5 <http://www.cese-europe.org/images/cese/general/pisa%20under%20examination.pdf>

government to invest in human capital development.

- **Calculation method:** Divide total public expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year and multiply by 100.
- **Interpretation:** A higher percentage of government expenditure on education shows a high government policy priority for education relative to the perceived value of other public investments, including defence and security, health care, social security for unemployment and elderly, and other social or economic sectors.
- **Limitations:** In some instances data on total public expenditure on education refers only to the ministry of education, excluding other ministries that spend a part of their budget on educational activities.
- **Source:** UNESCO Institute for Statistics¹

Public Current Expenditure Per Pupil (Student) as a Percentage of Gross National Income (GNI) Per Capita

- **Definition:** Public current expenditure per pupil (or student) at each level of education, expressed as a percentage of GNI per capita in a given financial year.
- **Purpose:** To measure the share of per capita income spent on each pupil or student. It helps in assessing a country's level of investment in human capital development. When calculated by level of education, it also indicates the relative costs and emphasis placed by the country on a particular level of education. The indicator can be also calculated based on gross domestic product (GDP).
- **Calculation method:** Divide per pupil public current expenditure on each level of education in a given year by the GNI per capita for the same year and multiply by 100.
- **Interpretation:** A high percentage figure for this indicator denotes a high share of per capita income being spent on each pupil/student in a specified level of education. It represents a measure of the financial cost per pupil/student in relation to average per capita income. A high level of spending per pupil should be interpreted with caution because this could simply reflect low enrolment. This indicator should therefore be used in conjunction with enrolment ratios. Low expenditure per pupil and low enrolment in primary education when compared to high expenditure and/or low enrolment in tertiary education suggests a need to reconsider resource allocations within the education sector, especially if universal primary education is a priority.
- **Limitations:** This indicator may be distorted by inaccurate estimation of GNI, current population or enrolment by level of education. The fact that fiscal year and educational year budget periods may be different should also be taken into consideration.
- **Source:** UNESCO Institute for Statistics¹

Pupil-Teacher Ratio (Ptr)

- **Definition:** Average number of pupils (students) per teacher at a specific level of education in a given school year.
- **Purpose:** To measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher for each level or type of education.
- **Calculation method:** Divide the total number of pupils enrolled at the specified level of education by the number of teachers at the same level.
- **Interpretation:** A high teacher pupil-ratio suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the pupil/teacher ratio, the lower the relative access of pupils to teachers. It is generally assumed that a low pupil-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the pupils.
- **Limitations:** This indicator does not take into account factors which could affect the quality of teaching/learning, such as differences in teachers' qualifications, pedagogical training, experiences and status, teaching methods, teaching materials and variations in classroom conditions.
- **Source:** UNESCO Institute for Statistics ¹

Public Expenditure On A Specific Isced Level As a Percentage of Total Public Expenditure On Education

- **Definition:** Public expenditure for a given education level expressed as a percentage of total public expenditure on education.
- **Purpose:** To show the relative share of expenditure for a specific education level within overall public expenditure on education.
- **Calculation Method:** Divide public expenditure devoted to the given level of education by total public expenditure on all levels of education, and multiply the result by 100.
- **Interpretation:** A relatively high percentage denotes the priority given to that level in national educational policies and resource allocation. When interpreting this indicator, one should take into account the corresponding enrolment level, and then assess the relative current expenditure per pupil accordingly.
- **Limitations:** In some instances data on public expenditure on education refers only to the ministry of education, excluding other ministries that spend a part of their budget on educational activities at a given level of education.
- **Source:** UNESCO Institute for Statistics¹

Gender Parity Index (GPI)

- **Definition:** Ratio of female to male values of a given indicator.
- **Purpose:** The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society.
- **Calculation Method:** Divide the female value of a given indicator by that of the male.
- **Interpretation:** A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0% (e.g. repetition, dropout, illiteracy rates, etc). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.
- **Limitations:** The index does not show whether improvement or regression is due to the performance of one of the gender groups. Interpretation requires trend analysis of the underlying indicators.
- **Source:** UNESCO Institute for Statistics ¹

Human Development Index (HDI)

- **Definition:** The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living.⁶
- **Purpose:** The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI can also be used to question national policy choices, asking how two countries with the same level of GNI per capita can end up with different human development outcomes. These contrasts can stimulate debate about government policy priorities.⁷
- **Calculation Method:** The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.

The health dimension is assessed by life expectancy at birth component of the HDI is calculated using a minimum value of 20 years and maximum value of 85 years. The education component of the HDI is measured by mean of years of schooling for adults aged 25 years and expected years of schooling for children of school entering age. Mean years of schooling is estimated by UNESCO Institute for Statistics based

6 <http://hdr.undp.org/en/content/human-development-index-hdi>

7 <http://hdr.undp.org/en/content/human-development-index-hdi>

on educational attainment data from censuses and surveys available in its database. Expected years of schooling estimates are based on enrolment by age at all levels of education. This indicator is produced by UNESCO Institute for Statistics. Expected years of schooling is capped at 18 years. The indicators are normalized using a minimum value of zero and maximum aspirational values of 15 and 18 years respectively. The two indices are combined into an education index using arithmetic mean.

The standard of living dimension is measured by gross national income per capita. The goalpost for minimum income is \$100 (PPP) and the maximum is \$75,000 (PPP). The minimum value for GNI per capita, set at \$100, is justified by the considerable amount of unmeasured subsistence and nonmarket production in economies close to the minimum that is not captured in the official data. The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using geometric mean.⁸

- **Interpretation:** HDI should be primarily used as a substitute measure for the more common use of per capita economic performance metrics to measure comparative levels of 'development' across countries. There is a strong statistical correlation between HDI and income metrics, but the outliers show where this instrument is most useful. At nearly the top are oil-rich countries which include Brunei Darrussalem, which have high HDI but are still out-performed by countries with lower income, like New Zealand. At the other end, countries like Belize, Tonga, and Sri Lanka perform better than their per capita income would suggest.
- **Limitations:** The HDI does not reflect on inequalities, poverty, human security, empowerment, etc. A fuller picture of a country's level of human development requires analysis of other indicators and information presented in the statistical annex of the report.
- **Source:** United Nations Development Programme (UNDP)

Southern And Eastern Africa Consortium For Monitoring Educational Quality (SAQMEQ)

- **Definition:** The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is an international non-profit developmental organisation with a membership consisting of 15 Ministries of Education located in Southern and Eastern Africa.
- **Purpose:** To offer internationally comparable mathematics and science performativity metrics. In this report, international learning assessments are used to show the proportion on highest and lower performing students (as an inequality metric) rather than a national average (a quality metric).
- **Calculation method:** SAQMEQ measures reading at seven levels: pre-reading, emergent reading, basic reading, reading for meaning, interpretive reading, inferential reading, analytical reading, and critical reading. It also measures

8 <http://hdr.undp.org/en/content/human-development-index-hdi>

mathematics at seven levels: pre-numeracy, emergent numeracy, basic numeracy, beginning numeracy, competent numeracy, mathematically skilled, and concrete problem solving. SACMEQ's conception of monitoring and evaluating the quality of education is influenced by an attempt to have a holistic approach to quality that takes into account the linkages between inputs, processes, and outcomes of education. This entails the collection of policy relevant data about school contexts (size, location, type, and resources), and the characteristics of learners (age, gender, school attendance and home background), teachers (age, gender, qualifications, teaching practices, classroom, resources, behaviour and perceptions), schoolheads (age, gender, management training, and experience) – in addition to assessment of learning outcomes in reading literacy, mathematics, and knowledge about HIV and AIDS.

- **Interpretation:** A high percentage reflects the need to devote a large share of public funding to maintain operations of the education system as well as current and projected changes in enrolment, salary levels of personnel and other operational costs. The difference between this percentage and 100 reflects the proportion of public expenditure on education devoted to capital expenditure.
- **Limitations:** Deviations from ideal situations due to such complexities result in limitations in interpretability of data that may not be obvious to data users. For example, for assessments that are intended to provide information to guide schooling and learning in schools, grade-focused target population is indeed appropriate as the target population. However, in SACMEQ, this sampling results in country data that have very different pupil age distributions which have implications on interpretation of cross-country results. Another difference across countries is their exclusion rules of pupils.⁹
- **Source:** The Southern and Eastern Africa Consortium for Monitoring Educational Quality

School Aged Population

- **Definition:** Ratio of children at enrolment age to total population
- **Purpose:** School-aged population gives offers a sense of the different demographics across countries. Some populations, particularly in Africa, are very young while others are aging.
- **Calculation Method:** Divide the population of compulsory school-aged children by the total population of the country.
- **Limitations:** The number of years of compulsory education differ between countries.
- **Source:** In-house calculation using World Bank population numbers and UNESCO Institute for Statistics Population of Compulsory School Age numbers.

9 <http://unesdoc.unesco.org/images/0016/001626/162675E.pdf>

Trends in International Mathematics and Science Study and Progress in International Reading Literacy Study (TIMSS & PIRLS)

- **Definition:** A measurement in trends in mathematics and science achievement at the fourth and eighth grades.¹⁰
- **Purpose:** To offer internationally comparable mathematics and science performativity metrics. In this report, international learning assessments are used to show the proportion on highest and lower performing students (as an inequality metric) rather than a national average (a quality metric).
- **Calculation Method:** In the most recent administration of TIMSS (2011), more than 60 countries and other education systems, including the United States, participated in TIMSS at grade 4 and 8. More than 20,000 students in more than 1,000 schools across the United States took the assessment in spring 2011, joining almost 500,000 other students around the world who also took part in TIMSS.¹¹
- **Limitations:** Cross-section design makes causal inference of education policies difficult¹²
- **Source:** TIMSS and PIRLS International Study Center

Youth Literacy Rate

- **Definition:** The number of persons aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.
- **Purpose:** To reflect recent outcomes of the basic education process. It is a summary measure of the effectiveness of the education system.
- **Calculation Method:** Divide the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.
- **Interpretation:** A high literacy rate among the 15- to 24-year-olds suggests a high level of participation and retention in primary education, and its effectiveness in imparting the basic skills of reading and writing. Because persons belonging to this age group are entering adult life, monitoring their literacy levels is important with respect to national human resources policies, as well as for tracking and forecasting progress in adult literacy.
- **Limitations:** It has been observed that some countries apply definitions and criteria

10 <http://goo.gl/1lbiU6>

11 <http://nces.ed.gov/timss/>

12 Ludwig, 2006: <http://goo.gl/fcL6uY>

for literacy which are different from the international standards defined above, or equate persons with no schooling to illiterates, or change definitions between censuses. Practices for identifying literates and illiterates during actual census enumeration may also vary, as well as errors in literacy self-declaration can affect the reliability of the statistics.

- **Source:** UNESCO Institute for Statistics¹

Youth Unemployment

- **Definition:** Youth unemployment as a percentage of the youth labour force
- **Purpose:** Young men and women today face increasing uncertainty in their hopes of undergoing a satisfactory entry to the labour market, and this uncertainty and disillusionment can, in turn, have damaging effects on individuals, communities, economies and society at large. Unemployed or underemployed youth are less able to contribute effectively to national development and have fewer opportunities to exercise their rights as citizens. They have less to spend as consumers, less to invest as savers and often have no “voice” to bring about change in their lives and communities. In certain cases, this results in social unrest and a rejecting of the existing socio-economic system by young people. Widespread youth unemployment and underemployment also prevents companies and countries from innovating and developing competitive advantages based on human capital investment, thus undermining future prospects.
- **Calculation Method:** Young people are defined as persons aged 15 to 24; young adults are those aged 25 to 29; and adults are those aged 30 and above. However, countries vary somewhat in their operational definitions. In particular, the lower age limit for young people is usually determined by the minimum age for leaving school, where this exists
- **Interpretation:** A high literacy rate among the 15- to 24-year-olds suggests a high level of participation and retention in primary education, and its effectiveness in imparting the basic skills of reading and writing. Because persons belonging to this age group are entering adult life, monitoring their literacy levels is important with respect to national human resources policies, as well as for tracking and forecasting progress in adult literacy.
- **Limitations:** One major limitation to comparability relates to the source used in deriving unemployment rates. The main difficulty with using population censuses as the source is that, owing to their cost, they are not undertaken frequently and the information on unemployment is unlikely to be up to date. In addition, sources other than labour force surveys often do not include probing questions related to employment and therefore may not produce a comparable estimate of employment across different groups of workers. On occasion, unemployment information is based on official estimates. Again, these are unlikely to be comparable and are typically based on a combination of administrative records and other sources. In any event, users should be aware of the primary source and take this into account when comparing data across time or across countries.

An additional point should be made regarding the definition of unemployment. For some countries – see, for example, Trinidad and Tobago – the unemployment figures exclude those who have not been previously employed (i.e. excluding first time job seekers). This definition will tend to lower the level of reported youth unemployment. Although less important than other factors, differences in the age groups utilized should also be mentioned as the age limits applied for both youth and adults may vary across countries. In general, where a minimum school-leaving age exists, the lower age limit of youth will usually correspond to that age. This means that the lower age limit often varies between 10 and 16 years, according to the institutional arrangements in the country. This should not greatly affect most of the youth unemployment measures. However, the size of the age group may influence the measure of the young unemployed as a percentage of total unemployment. Other things being equal, the larger the age group the greater will be this percentage.

In a few cases there is a larger discrepancy in the lower and upper age limits applied. There are also differences in the operational definition of adults. In general, adults are defined as all individuals above the age of 25, but some countries apply an upper age limit. Reference periods of the information reported might also vary across countries. Because there will be a substantial group of school-leavers (either permanently or for the extended holiday break) in the reported figures, the level of youth unemployment is likely to vary significantly over the year as a result of different school opening and closing dates. Most of the information reported relates to annual averages. In other cases, however, the figures relate to a specific month of the year (as is the case with census data). The implications of the particular month chosen will vary across countries, owing to differences in institutional arrangements.¹³

- **Source:** International Labour Organization

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